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ABSTRACT

Designed to serve as a reference and resource, this publication contains ideas and information to help teachers modify content and teaching methods to assist students in coping with the changing marketplace. Part 1 of the guide lists educational objectives for these major content areas: (1) The Consumer and the Economy, (2) Values and Goals, (3) Occupation and Income, (4) Management of Resources, (5) Economic Choices, (6) Advertising, Selling Aids, and Motivators, (7) Buying Goods and Services, (8) Housing, (9) Insurance Protection, (10) Savings and Investments, (11) Taxes, (12) Consumer Grievances, Information, Credit, Protection, Rights, and Responsibilities, and (13) The Consumer and the Environment. Part 2 provides general suggestions for adapting programs to meet student needs as well as specific suggestions for adapting to cultural differences, age differences, differences in learning ability, and differences in economic characteristics. Part 3 offers several questionnaires, surveys, and opinionnaires to use in identifying, motivating, and evaluating students. Parts 4 and 5 contain a bibliography of readings and a glossary of consumer terms. (SB)

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CONSUMER EDUCATION IN AN

AGE OF ADAPTATION

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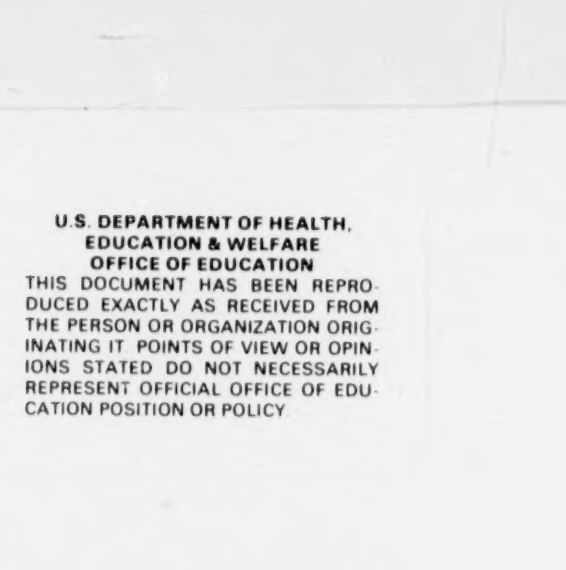
CONSUMER EDUCATION IN AN

AGE OF ADAPTATION



by

Sally R. Campbell

in cooperation with the Consumer Information Services of Sears, Roebuck and Co.

"Business must account for its stewardship not only on the balance sheet but also in the matters of social responsibility."

Gen. Robert E. Wood
President, 1928-1939
Chairman of the Board, 1939-1954
Sears, Roebuck and Co.

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PREFACE TO

consumer education in an age of adaptation

In an age in which change is a certainty, the ability to adapt is essential in practically all areas of endeavor. "Consumer Education in an Age of Adaptation" was written to help consumer educators assist their students in coping with change. It is designed to serve as a reference and resource—a compendium of ideas and information to help teachers modify content and teaching methods to meet differing student needs while keeping pace in the changing marketplace in which consumer activities are carried out.

Because "Consumer Education in an Age of Adaptation" is extensive in its scope, many persons in various professional fields were consulted prior to its publication. The following pages represent a synthesis of their suggestions and expertise, rather than individual viewpoints. For their encouragement and for their critical review of the preliminary manuscript, the author extends grateful appreciation to:

About the author:

Sally R. Campbell is a well-known consultant on consumer education and consumer affairs whose informative articles appear frequently in professional and consumer publications. She is the author of the educator resource guide "A Department Store in the Classroom" and works closely with consumer educators throughout the country. Mrs. Campbell holds a Master's Degree in Home Economics Education and for some years served as Editor of The Money Management Institute of Household Finance Corporation.

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educational objectives in major content areas

The content areas in this section are based on an analysis of consumer activities in the modern marketplace and the financial world. They are intended to cover the most important areas in which students will function as consumers.

As used in this publication, an educational objective is a broad statement of performance or behavior expected from learners during, or at the end of, a consumer education unit or course. We have tried to make the objectives both measurable and observable.

Educational objectives are provided to direct both teacher and student toward specific ends. They show what the learner should be able to do as a result of participating in the consumer education program. Instructional objectives stated in behavioral terms can also serve as a guide to the planning and evaluation of curriculum, the selection of appropriate materials, the choice of teaching methods and the selection and use of evaluation devices.

It is not our intention that these objectives, representing optimum achievement levels, be accepted as they appear. Rather, they should be critically reviewed and revised, modified and adapted, to arrive at an appropriate set of educational objectives to fit your specific teaching situation and to meet the needs of your students. Factors to consider in preparing and evaluating objectives for your own use include:

an analysis of the marketplace and the financial world as they relate to your students and your community — to determine which competencies are necessary for learners to cope with consumer problems and to obtain maximum satisfaction and utilization of resources.

a close look at the makeup of your classes — the cultural aspects, age levels, ability levels and economic characteristics — to determine where and how you will need to adapt to meet individual student needs.

In "Consumer Education in an Age of Adaptation," educational objectives for the six cognitive levels can be identified by the roman numeral following each objective. A classification of each level, including primary emphases, objectives and action verbs, is presented in the following chart for quick reference and use.

CLASSIFICATION OF OBJECTIVES IN THE COGNITIVE DOMAIN

LEVEL	EMPHASIS	OBJECTIVE	VERBS TO USE
I Knowledge	recognition and recall — ability to remember facts in a form close to the way they were first presented	Show that you know.	list, tell, define, identify, label, locate, recognize
II Comprehension	grasp the meaning and intent of information — the ability to tell or translate in your own words	Show that you understand.	explain, illustrate, describe, summarize, interpret, expand, convert, measure
III Application	use of information — ability to apply learning to new situations and real-life circumstances	Show that you can use what is learned.	demonstrate, apply, use, construct, find solutions, collect information, perform, solve, choose appropriate procedures
IV Analysis	reasoning — ability to break down information into component parts and to detect relationships of one part to another and to the whole	Show that you perceive and can pick out the most important points in material presented.	analyze, debate, differentiate, generalize, conclude, organize, determine, distinguish
V Synthesis	originality and creativity — ability to assemble separate parts to form a new whole	Show that you can combine concepts to create an original or new idea.	create, design, plan, produce, compile, develop
VI Evaluation	criteria or standards for evaluation and judgment — ability to make judgments based on criteria or standards	Show that you can judge and evaluate ideas, information, procedures and solutions.	compare, decide, evaluate, conclude, contrast, develop criteria, appraise

EDUCATIONAL OBJECTIVES AND CURRICULUM DEVELOPMENT

Educational objectives have been classified in three domains — the cognitive, the affective and the psychomotor.

The cognitive domain concerns the intellectual abilities and the development of thought processes.

The affective domain concerns emotional development and is related to interests, attitudes, values and goals.

The psychomotor domain concerns motor activities and skills.

Ideally, a set of educational objectives in all three domains would serve as a guide to teachers and students in setting up an instructional program. For those who would like to work with students in developing objectives in the affective and psychomotor domains, the references on page 85 provide a comprehensive explanation of educational objectives in all three domains.

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DESIRABLE EDUCATIONAL OBJECTIVES FOR CONSUMER EDUCATION

CONTENT AREA	DESIRABLE EDUCATIONAL OBJECTIVES
the consumer and the economy	THE INFORMED CONSUMER CAN . . . list basic characteristics of the American economy and describe important principles on which our economic system is based. *(I)* explain the basic and direct effects of economic conditions on the individual and the effect of the individual on economic conditions — particularly with respect to wages, prices, supply and demand, inflation, recession, profits and competition. *(II)* apply this understanding of economic principles to his combined role of consumer, worker and citizen. *(III)* organize his concepts of the economy into a framework within which personal financial plans and activities are carried out. *(IV)* compile information about consumer, business, labor and government points of view to arrive at an objective stand on pressing economic issues and problems. *(V)* contrast his performance as a consumer with established consumer responsibilities in a basically free economy. *(VI)*
values and goals	THE INFORMED CONSUMER CAN . . . tell how values and goals differ for different people as a result of many factors, including ethnic backgrounds, environment, and philosophical and religious beliefs. *(I)* illustrate ways in which values and goals are related to the use of resources. *(II)* demonstrate how his consumer choices and financial planning are directly related to personal values and goals. *(III)* determine how different stages in the life cycle affect individual goals and as a result bring changes in spending patterns. *(IV)* plan for more efficient and satisfying use of money based on an awareness and understanding of his own values and goals. *(V)* evaluate his lifestyle and spending patterns in terms of recognized values and consciously chosen goals. *(VI)*

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CONTENT AREA

occupation and income

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

tell what money will and will not do for the individual, the family and the society in which they live. *(I)*

explain the relationship between occupation, income and living standards. *(II)*

collect information on opportunities, requirements and qualifications for different types of employment within a broad area of interest. *(III)*

analyze the ways various economic factors influence employment and job opportunities. *(IV)*

develop a plan to prepare for, obtain and succeed at a job or career of his choice. *(V)*

evaluate future job opportunities, based on job market trends, personal interests, educational qualifications, skill requirements, income, opportunities for advancement and job satisfaction. *(VI)*

management of resources

THE INFORMED CONSUMER CAN . . .

identify resources that can be used to contribute to consumer satisfaction. *(I)*

describe the management process and explain how it can help people meet needs and wants within limits of resources. *(II)*

apply basic management principles to the use of resources available for satisfying consumer needs. *(III)*

conclude by examining expenses and income, which part of income is discretionary and as such offers the greatest management possibilities. *(IV)*

formulate a realistic money management plan based on present and expected future income, expenses, goals and needs. *(V)*

evaluate (and periodically reassess) his management program in terms of values and goal attainment as well as economic security. *(VI)*

CONTENT AREA

economic choices

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

list various consumer choices and alternatives in the use of income. *(I)*

describe choices open to the consumer in the marketplace: to save or to spend . . . to buy or not to buy . . . how much to pay . . . what to buy, where to buy, how much to buy . . . to pay cash or use credit. *(II)*

demonstrate the ability to weigh one alternative against another in making economic choices. *(III)*

analyze economic issues in terms of immediate and long-range effects on individuals and society. *(IV)*

employ the principle of "opportunity costs" to allocation of income and making choices. *(Opportunity costs refers to the value of a specific item as measured by other items that could be had for the same price. Essentially, it is a matter of weighing one alternative against another rather than merely considering cash price of goods and services.) (V)*

evaluate the impact of consumer choices on personal finances, on business and on the economy. *(VI)*

consumer information

THE INFORMED CONSUMER CAN . . .

locate sources of information about different products and services. *(I)*

explain the relationship between sound consumer information and satisfactory purchasing decisions. *(II)*

use consumer information when buying, using and caring for products, and when buying services. *(III)*

organize consumer information according to its objectivity, usefulness and source. *(IV)*

compile adequate information needed to aid in making sound buying choices of goods and services. *(V)*

develop criteria for judging how various types of consumer information contribute to effective management of resources and decision making. *(VI)*

CONTENT AREA

advertising, selling aids and motivators

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

recognize methods used to sell goods and services, including advertising, promotions, sales and buying incentives such as trading stamps and coupons, and salesmanship at point of sale. *(I)*

describe how various selling methods affect business, consumers and the economy. *(II)*

use knowledge of selling methods to make logical and intelligent choices in the marketplace. *(III)*

discriminate between informational and motivational advertising. *(IV)*

develop an awareness of personal motives for spending decisions. *(V)*

judge the value and accuracy of various types of promotions, advertising and sales in terms of objective standards. *(VI)*

buying goods and services

THE INFORMED CONSUMER CAN . . .

list the advantages of preplanning purchases and comparative shopping. *(I)*

explain the basic principles of buymanship. *(II)*

develop and follow sound buying practices for both routine and major purchases of goods and services. *(III)*

determine the basic provisions and responsibilities contained in warranties and guarantees. *(IV)*

devise an outline of basic planning and buying principles which can be applied to the selection of major services such as transportation, education and health care. *(V)*

appraise potential purchases on the basis of personal values and needs, income limitations, intended use of purchases as well as on the basis of quality and price of goods being considered for purchase. *(VI)*

CONTENT AREA

housing

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

define personal housing needs and recognize realistic ways to meet them. *(I)*

interpret the basic terms of standard leases and mortgage sale contracts as well as the basic rights of tenants and buyers and identify those situations where professional legal counsel is necessary to interpret, negotiate or enforce these rights. *(II)*

apply knowledge of housing trends, costs and availability to the selection of suitable housing. *(III)*

outline important community considerations in the selection of housing. *(IV)*

formulate a plan for finding and paying for housing to meet present and future personal and family needs. *(V)*

judge adequacy of available housing in terms of personal and family values and housing needs for the present and the future. *(VI)*

consumer credit

THE INFORMED CONSUMER CAN . . .

cite types, sources and relative costs of credit for different purposes. *(I)*

describe the role of credit in personal money management and in the expansion of the economy. *(II)*

choose appropriate procedures when applying for and obtaining credit . . . interpreting monthly statements . . . keeping necessary records . . . making payments. *(III)*

outline major provisions of the Truth in Lending Law and point out possible violations of the law in consumer transactions. *(IV)*

plan the use of credit in terms of present and future needs, wants, expenses and income. *(V)*

weigh alternatives to the use of credit in various individual situations. *(VI)*

CONTENT AREA

insurance protection

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

identify the various types of insurance and define the area of protection each provides. *(I)*

describe the function and underlying concepts of insurance in personal finance and in the overall economy. *(II)*

choose appropriate procedures for obtaining and using insurance: selection of a competent insurance broker or agent . . . choice of amount and type of coverage . . . payment of premiums . . . record keeping . . . filing of claims. *(III)*

determine personal goals, net worth, liability, and earning potential to decide the amount and type of insurance coverage needed. *(IV)*

develop, with the help of an insurance agent or counselor, an insurance program for himself and/or his family, based on present and future needs and income, financial risks, and place in the life cycle. *(V)*

assess (and periodically reassess) with the advice of his insurance man, the adequacy of his insurance coverage in view of changing needs, income and financial circumstances. *(VI)*

savings and investments

THE INFORMED CONSUMER CAN . . .

identify ways, places and reasons to save and invest for different purposes. *(I)*

summarize the function of saving and investing in personal finance, the business world and in the general economy. *(II)*

compute, roughly, the safety, liquidity and expected rate of return for specific forms of saving and investments before making a decision on placement of money. *(III)*

determine the type and amount of financial advice needed to aid in making appropriate savings and investing decisions. *(IV)*

devise and follow through on a savings and investment program suited to personal needs. *(V)*

evaluate (and periodically reassess) savings and investments in terms of personal goals and financial situation, current market value and overall economic conditions. *(VI)*

CONTENT AREA

taxes

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

describe reasons for — and types of — taxation. *(I)*

explain how governments — local, state and federal — allocate tax dollars. *(II)*

prepare accurate and complete records with receipts needed for figuring personal taxes. *(III)*

determine appropriate sources of assistance and advice for preparing tax returns. *(IV)*

develop a system for working out tax problems or working with a tax expert. *(V)*

compare and contrast various ways of figuring and paying personal taxes to ascertain the most effective method. *(VI)*

consumer grievances

THE INFORMED CONSUMER CAN . . .

identify the rights and responsibilities of both consumers and business in typical buyer-seller transactions. *(I)*

explain when, where and how to register dissatisfaction and grievances — and where to go for assistance when sellers fail to respond to reasonable demands and requests. *(II)*

establish realistic expectations regarding product performance. *(III)*

distinguish between misuse of products and product failure. *(IV)*

develop a procedure for reporting grievances and problems, with necessary facts and details, to proper sources in a logical, reasonable manner. *(V)*

evaluate possible procedures for presenting consumer grievances to manufacturers and sellers to determine which methods bring the most satisfactory results for all concerned. *(VI)*

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CONTENT AREA

consumer protection

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

identify the more important laws and well-known agencies that protect and serve consumers. *(I)*

interpret commonly used legal documents and terms. *(II)*

choose consumer protection procedures which are appropriate to the specific problem. *(III)*

distinguish among various sources of consumer protection — agencies, professional persons and experts to formulate an opinion about which are best qualified to deal with specific consumer problems. *(IV)*

devise methods of protecting personal and public interests in the marketplace. *(V)*

weigh the pros and cons of specific consumer legislation or consumer action before taking a firm stand either for or against it. *(VI)*

consumer rights and responsibilities

THE INFORMED CONSUMER CAN . . .

define the rights and responsibilities of consumers — to themselves, to the business community and to the overall economy. *(I)*

explain the importance of protecting consumer rights and accepting consumer responsibilities. *(II)*

choose appropriate procedures for carrying out consumer responsibilities. *(III)*

organize and classify various types of consumer activities and legislation to determine what action to follow and what legislation to support. *(IV)*

combine and organize consumer rights and responsibilities into an overall guide to consumer action and decisions. *(V)*

judge the importance of the consumer role in relationship to other roles each individual plays — such as worker, voter, citizen, family member, student. *(VI)*

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CONTENT AREA

the consumer and the environment

DESIRABLE EDUCATIONAL OBJECTIVES

THE INFORMED CONSUMER CAN . . .

identify consumer products and practices which are harmful or potentially harmful to the environment. *(I)*

recognize that natural resources are limited and must be conserved, managed and protected for present and future use. *(II)*

choose appropriate procedures for using and disposing of consumer and industrial products to reduce and, where possible, eliminate harmful effects on the environment. *(III)*

analyze various methods of pollution control and environmental protection in terms of effectiveness as well as technological and economic feasibility. *(IV)*

develop a plan for personal education, action and involvement in preserving natural resources and protecting the environment. *(V)*

evaluate various environmental action groups, legislative proposals and personal involvement possibilities to determine which are most effective and worthwhile. *(VI)*

The preceding educational objectives are optimum goals for all persons in their dual role of consumer and citizen. In the consumer education classroom, however, the variations among students — in cultural background, age, ability and economic circumstances — will largely determine to what degree those objectives can be achieved.

The characteristics of your students will also determine, to a large extent, the teaching techniques you will employ, your approach to the subject and the degree of emphasis you will place on each content area.

The following section is designed to help you adapt to meet the individual needs of your students according to their commonalities as well as to the variations and differences that may exist among them.

adapting to meet student needs

Meeting individual student needs in any subject matter area requires the skillful adaptation of content, materials and methods on the part of the instructor. Successful adaptation, in turn, involves a knowledge of common interests among students as well as an understanding of their differences. The following pages outline shared commonalities in consumer interests, general suggestions for adapting to meet student needs and guidelines for identifying and accommodating differences in cultural backgrounds, age and ability levels and economic characteristics of students.

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SHARED CONSUMER INTERESTS

As consumers we all share certain basic needs and wants. A knowledge of these common interests and similarities provides a solid foundation for setting up a core program in consumer education and for accommodating differences where they exist. Our shared consumer-related goals include:

Personal and family well-being and security — a concern for the well-being of ourselves, our children and our families — everyone desires a reasonable degree of security, financial and otherwise.

Human dignity — the desire to be treated as a human being — worthy of respect, recognition, acceptance.

Employment opportunities — the desire to support ourselves and our families by working at a job of our choice for fair and equal compensation — with some degree of job security, feeling of belonging, success and accomplishment, worth.

Material necessities and comforts — the need for material necessities (food, clothing, housing, medical care, etc.), the desire for choices in satisfying these needs and the desire to go beyond need to at least a few comforts of the "good life" as each of us perceives it.

Fair and equal treatment in the marketplace — the desire to choose from and buy quality goods and reliable services, to pay reasonable prices, to deal with reputable sellers.

Fair and equal treatment in the community — a fair share of community resources and advantages — schooling, protection, housing, public services and facilities.

Opportunity to redress grievances — we all want to be heard — we want recourse when wronged, a place to air grievances and a way to get satisfaction.

Recognition — some acknowledgment, some sympathetic witness to struggles, problems, efforts and achievements.

Acceptance — a sense of belonging — among friends and peers, in a community, in a neighborhood, in a school, on the job.

Sense of environmental mastery — the feeling of some measure of control over personal destiny and immediate surroundings and/or environment.

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GENERAL SUGGESTIONS FOR ADAPTING TO MEET STUDENT NEEDS

While all consumers share common fundamental goals, each individual and every class is different. The variations among students make adaptation necessary even when the makeup of several classes is very similar. To insure meeting those needs that are peculiar to each individual and group, the following suggestions are given for your consideration when adapting curriculum content and teaching techniques.

Involve students in planning. Begin with a general content outline of material students will need to master in order to be competent consumers. Present the outline to your classes and ask for their suggestions. Students can offer ideas for field trips, speakers, out-of-class experiences, case histories, independent study, visual materials, sources of consumer information, reading material as well as content and approach. You can use a question box or questionnaires and surveys to determine student interests, strengths, weaknesses and needs in consumer education. This form of pretesting can serve as a basis for planning a program tailored to each individual and group.

Build on experiences of students. Use a student's description of a recent consumer problem of his own or one that occurred in his family or the case history of acquaintances for class discussion. You might give an example or two of typical consumer problems to help learners get started in describing their own experiences. Problems can be related to products, stores, credit, salespeople, advertising, guarantees, services, and student behavior. Watch students' facial expressions as they talk or listen, as your guide to their interest and involvement in the matter being discussed.

To keep descriptions to the point, give the following guidelines for presenting the problems:

1. product or services involved
2. people involved
3. brief description of the problem
4. action taken on the part of the consumer, seller and any other person or agency involved
5. action which should have been taken
6. suggested solution and recommendations for avoiding similar problems in the future.

The problems can be used in class discussion, role playing, buzz groups, debate, skits, open-end situations and problem-solving techniques. It may be desirable to tape some of the experiences for future use. This is an excellent way to adapt because you are working with real problems that are relevant to the members of the class.

Use examples of products and services students normally buy. While this will vary with different income levels, different age groups often follow typical spending patterns. For junior high or middle school, this may include cosmetics, snacks, entertainment costs, clothes, records. Senior high students usually buy clothes, sporting goods, cosmetics and grooming supplies and, for some, cars and auto accessories. They also share some family spending and help make decisions on major family purchases. For adults you can use a broad range of products and services including autos, housing, credit, furniture and appliances, insurance and investments as well as food, clothing and routine purchases. A short survey or questionnaire can provide a guide to spending patterns.

Work with other teachers and consider the overall curriculum. Team teaching offers an excellent way to work with other teachers in presenting a broad consumer education program. Home Economics, Business Education, English, Mathematics, and Social Studies are natural allies in teaching Consumer Education as a team. However, if you are not in a team teaching situation you can still cooperate with other teachers. Find out what consumer-related subject matter is being taught in other classes throughout the school and in the community and help students see the relationship between the various aspects of consumer education.

Use community resources and facilities. All consumers are members of their community and share its resources and facilities. There are several ways you can use this common interest in adapting to meet student needs — field trips, shopping trips, speakers, specific assignments on community agencies and businesses and the services they offer consumers, as well as programs in cooperation with leaders, agencies and businesses in the local geographic area. Whenever possible, involve the parents of students. Tape these experiences for review and follow-up discussions.

Bring in current events which affect all students. Topics of interest to most students include pending legislation which will affect consumers, important people in the consumer field, new products being introduced to consumers, economic conditions and their effect on the consumer and real-life problems common among the majority of consumers today.

Be flexible. Your classes are not only different this year from what they were last year — they may be different tomorrow from what they are today. Flexibility and an awareness of your own emotions are keys to adapting in any subject matter area. It is particularly important in the consumer field where issues and answers are changing as rapidly as students change. You need to be ready to work with new subject matter and try new teaching techniques almost daily. A willingness to experiment, evaluate and to reject what doesn't work helps create the atmosphere of inquiry and critical thinking that is needed for effective learning.

Use a multi-media approach. A variety of teaching materials and approaches increases the opportunity of reaching all of your students. Whenever they are appropriate and they fit into the program, use newspapers, magazines, radio, TV, records, tapes, films, filmstrips and any other available media to achieve consumer education objectives.

Make the most of supportive services. Your own school as well as local, county and state boards of education can usually provide special services to help you improve your understanding of students and deal with specific problems that may occur. Depending on where you teach, you may be able to obtain assistance from the special education department, school psychologist, school nurses, counselors, librarians, special consultants, reading specialists, other teachers and supervisors. Services may include counseling and testing of students with special problems and learning difficulties; supplementary learning programs for students; special aids for teachers; recommendations and samples of teaching materials; supplementary courses, or in-service instruction to help teachers keep abreast of trends in specific subject matter areas.

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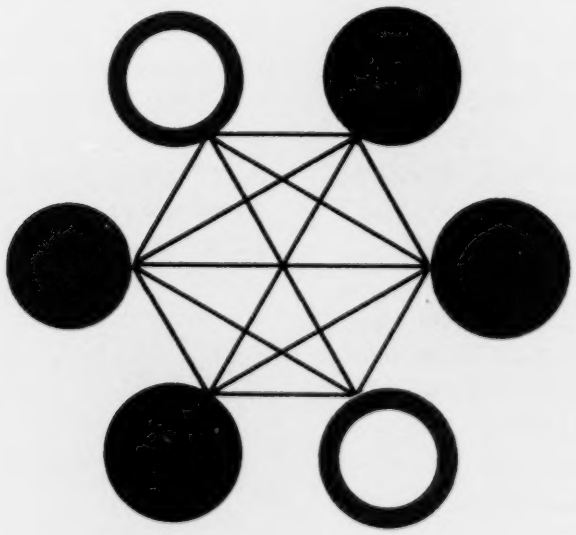
ADAPTING FOR
CULTURAL DIFFERENCES

Today cultural pluralism is recognized as a key concept in defining and understanding American life. The "melting pot" theory has lost validity as cultural variations within the society have achieved increasing significance and recognition in education, politics, economics, religion and other areas of modern society. Expanded efforts are being made in the schools, not only to acknowledge and accommodate, but in many cases to encourage and cultivate characteristics of individual cultural heritage. Your school system may be moving ahead rapidly or slowly to meet the needs of different ethnic groups. You can be a more relevant teacher if you adapt to the varying cultural differences among your students.

The following pages on cultural relativism are presented for all teachers and especially those who work with students who are culturally different . . . from the dominant American milieu . . . from other students in the group . . . and/or from the teacher's cultural background. The purpose of this section is to help the teacher communicate with culturally different students — that is, to recognize and appreciate the values, beliefs and behavior of those students without judging or placing a moral value on "different" philosophies and modes of living.



terminology

RELATED TO CULTURAL ASPECTS OF SOCIETY

Accommodation — a term used to describe the adjustment of hostile individuals or groups, particularly the adjustment of culturally different groups into a dominant hostile society.

Acculturation — a process which occurs when individuals of different cultures come into contact — with subsequent changes in the behavior patterns of both.

Assimilation — a process where close contact of persons of dissimilar cultures results in the mutual interpenetration and fusion of cultural traits, although the borrowing may not be as pronounced in the one direction as in the other.

Bilingual — the ability to use two languages with the fluency characteristic of a native speaker.

Culture — that complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities acquired by man as a member of society.

Cultural pluralism — the maintenance of separate cultural identities within a society.

Custom — behavior patterns which traditionally are accepted as appropriate for members of a society.

Discrimination — the unequal and differential treatment of a minority by the dominant group in a society — particularly in economic, political and/or social areas.

Dominant group — that group whose behavior and customs are considered "normal" by the majority of the society — the dominant group shares a common value system, language and historic background.

Ethnic group — a society, either dominant or minority, which has preserved a visible and viable tradition of values, aspirations and behavior.

Integration — a state of cooperation between dominant and minority groups on an equal basis.

Mass culture — a culture in which most people think, believe and act alike or similarly.

Minority — a subordinate group within a dominant society, possessing common physical or cultural traits that are "different" from those of the dominant group.

Mores — the fixed morality binding customs of a particular group to the extent of even transcending physical well-being.

Nationality — the identification of individuals and groups on the basis of the country of their origin and the common experiences of living within that country's culture; a people having a common origin, tradition and language.

Nativism — a policy of favoring native inhabitants as opposed to immigrants, especially in social and economic areas.

Norms — the implicit rules governing what is considered "normal" behavior as defined by a particular society — applicable to family life, religion, economics and education.

Prejudice — a preconceived judgment or opinion against individuals or groups without justification or any basis in factual knowledge.

Race — a term used to categorize individuals and groups primarily according to visible physical traits.

Segregation — an enforced or voluntary pattern of isolation, seclusion or difference in the use of facilities and in the settlement of communities.

Status — the position of an individual or group in relationship to other individuals or groups within a society.

Stereotype — a generalization which emphasizes only certain traits of a group and which is applied to all members of the group whether or not it is appropriate for individual members.

Subculture — a group within a larger culture which is characterized by unique differences and variations.

Values — the principles, ideals and beliefs which govern action and behavior of individuals, groups and societies.

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sensitive areas

AMONG ETHNIC GROUPS

While ethnic groups vary significantly, they generally are sensitive in the same broad areas in which cultural differences are most visible. This is particularly true with respect to family lifestyle, religious beliefs, ethnic pride, language and education. The following outline is intended to serve as a cursory guide to help illuminate those areas and also to assist the instructor in adapting the consumer education program to meet the needs of the persons they affect.

CULTURAL FACTORS FOR THE TEACHER TO CONSIDER

I. FAMILY LIFESTYLE

- composition and "closeness" of the family
- influence of the family on individual family members
- loyalty to the family or to authority figures in the family
- concept of the family group — nuclear or extended
- attitude toward unwed parenthood
- attitude toward aged members of the family unit
- approach to decision making — democratic, autocratic or laissez-faire
- overall focus of the family — child centered, paternal or maternal
- role expectations of each family member

II. RELIGION AND PHILOSOPHY OF LIFE

- basic tenets of declared religion or personal philosophy
- rituals and traditions
- importance of religion to individuals and the ethnic group
- religious organizations and action within the community
- dietary restrictions and eating habits imposed by religious beliefs or personal philosophy

III. ETHNIC PRIDE

- degree of pride versus feelings of inferiority
- achievements and attributes which contribute to ethnic pride and a positive self-image
- outstanding individuals from ethnic groups — current and historic figures
- contributions of ethnic groups to the dominant culture in areas such as the humanities, medicine, research, law, education, entertainment, government
- strength of the relationship and ties with the country of an ethnic group's origin

IV. LANGUAGE DIFFERENCES AND VARIATIONS

- extent of variation from the dominant group language and usage
- willingness to adapt
- weaknesses and strengths in oral and written communication
- language spoken at home — native tongue
- extent of communication problems among students, parents, teachers, administrators and the community in general
- colloquial and vernacular usages of language which result from regional, local, cultural and age factors

V. EDUCATION

- attitude toward education as a means to an end or an end in itself
- difference in educational objectives for boys versus girls in the family or subculture
- respect for — or suspicion of — teachers, administrators or other authority figures, and the school system
- educational level and aspirations of the family
- educational aspirations for youngsters

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suggestions

FOR ACCOMMODATING ETHNIC DIVERSITY IN THE CLASSROOM

A diversity of cultures in the classroom presents a unique challenge to teachers. But it also offers advantages insofar as it broadens the educational experience of students and their instructors alike. The challenge lies in reaching every individual in the group and preventing cultural variations from becoming a barrier between teacher and students and among the students themselves. Ethnic diversity in your classroom provides an opportunity to draw on positive aspects of various cultures as they relate to subject matter. Above all, it opens avenues of communication upon which to build an understanding of other lifestyles in the mosaic of cultural pluralism which is America. Some techniques and practices which can help you adapt to the cultural differences of your students follow.

Make an effort to understand and — when it can come naturally — to speak that language of the students which grows out of their culture, ethnic communities and/or regional customs. When assigned to teach in schools where language is significantly different or unique, it may be helpful to keep a vocabulary listing in a notebook, writing down new words and terms which must be understood to communicate effectively with students. Emphasize standard English usage to the extent required for the student to function competently when carrying out consumer and financial affairs.

Look for the positive aspects of each cultural group represented in the classroom. Find and commend whatever is particularly admirable in different individuals and their cultural heritage.

Become familiar with the communities from which students are drawn. What ethnic organizations exist in the different communities and what is their purpose? Do food stores and restaurants feature ethnic food and meal specialties? What religious groups and activities are important in each community? Is there a community or ethnic newspaper or other publication? What are the economic and occupational patterns?

Learn something about the lifestyle, concerns and aspirations of students and their families. What type of housing and living conditions prevail? What are the spending patterns? Where do students and their families shop? What type of problems are common with respect to the buying and use of goods and services and the management of financial matters? Where are students and their families likely to go for advice and help when it is needed? Will they accept the advice and assistance of "outsiders?"

Develop a viable home / school relationship. Try to communicate regularly with parents or guardians and keep them informed of the objectives and activities in the classroom and the school. When parents use a language other than English, make an effort to send messages to the home in both the native tongue and in English.

Capitalize on the advantages ethnic diversity can offer. Search out unique ways various ethnic groups deal with situations related to consumer activities and financial management.

Obtain suggestions and participation from students in building a curriculum suited to particular cultural needs. Students can indicate when the curriculum should cover difficulties such as language difference, unfamiliarity with shopping facilities and consumer agencies, fear or distrust of outside advisors and agencies. When students participate in planning you are more likely to gain an awareness of their needs.

Employ teaching techniques that lead to better communication and understanding among students. These include:

- **role playing** of typical consumer activities and situations
- **puppets** for dramatizing different consumer attitudes and behavior
- **simulation** in the form of games which put students in realistic situations
- **case studies** for presenting a realistic set of circumstances for students to analyze and make recommendations
- **unfinished sentences** or stories for students to complete
- **unsolved problems** for students to analyze and find acceptable solutions as well as ways to avoid similar problems in the future.

The use of literature and resource people who can offer insight into different cultural backgrounds can also increase understanding in the classroom.

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considerations

FOR ADAPTING CONSUMER EDUCATION CONTENT AREAS TO MEET THE NEEDS OF VARIOUS ETHNIC GROUPS

THE CONSUMER AND THE ECONOMY

To what degree do minority groups feel they are a part of the mainstream of economic life in the dominant society?

Are ethnic groups in the area actually participating in the dominant society? If not, is it desirable from their own point of view to make an effort at participating?

How different is the economic pattern of various ethnic groups from the American economic system?

VALUES AND GOALS

Are values similar to, or different from, the value system of the dominant society?

Where are major departures from the dominant value system?

How do values and goals of individuals and ethnic groups relate to existing reward-punishment theories within the school and within your classroom?

What changes in the reward-punishment concept would be advisable for students with different value structures? What are the "good things in life" for different students?

OCCUPATIONS AND INCOME

Do family loyalties interfere with routine job responsibilities?

Do families depend largely on income from husband, wife, or both, from the extended family group or from some form of public assistance?

Is a wife's working considered acceptable or unacceptable, common or exceptional, optional or necessary? If the wife's salary exceeds that of her husband, is this accepted or rejected by the male head of the family?

Does family pride stand in the way of accepting public assistance or other forms of welfare, even when it is needed?

What types of employment are the most common in the community?

What are family attitudes toward unemployment?

What are the educational levels and aspirations?

Is the choice of occupation open, governed by family or ethnic tradition, or restricted by environmental or prejudicial factors?

Are there any traditional occupations in which different ethnic groups tend to excel or dominate?

MANAGEMENT OF RESOURCES

Who makes major decisions — mother, father, both, grandparents or members of the extended family group?

Who, in addition to the immediate family, must be considered in allocating resources?

To what degree are the fundamentals of financial management understood?

What, if any, family or ethnic customs exist with respect to money and its use?

ECONOMIC CHOICES AND BUYING GOODS AND SERVICES

To what extent might economic choices be influenced by ethnic backgrounds?

What types of goods and services are considered necessities and what are luxuries?

Where are families likely to shop for different types of goods and services?

Where do families go for consumer information and to what extent are they likely to seek out information?

HOUSING

Does housing the family include only immediate family or the extended family group as well?

Is the number of persons living in the home fairly constant or does it fluctuate?

Do families in the area have any real choice of shelter and housing conditions?

What characterizes housing? Spaciousness or excessive crowding . . . outer-imposed ghetto, self-imposed ghetto or non-ghetto . . . multiple or single family dwellings . . . inner city, suburban or rural environment . . . adequate or inadequate facilities . . . well or poorly maintained structures?

What are attitudes toward ownership versus rental housing?

CONSUMER CREDIT

What are attitudes toward immediate versus delayed gratifications?

What are attitudes and practices with respect to using consumer credit for different needs and wants?

What are the attitudes toward, and frequency of, delinquency, bankruptcy, repossession and other legal procedures related to the use of credit and failure or inability to pay debts?

SAVINGS, INVESTMENTS AND INSURANCE

What, if any, mutual aid provisions exist within the ethnic group, community or family?

What types and quality of financial security might be provided through employment and through government or other outside assistance?

What financial aid might be available through religious or benevolent groups within the ethnic community?

What are attitudes toward the use of financial institutions — familiarity, suspicion, trust, confidence, awe?

How might health care emergencies be met?

CONSUMER GRIEVANCES AND PROTECTION

What are attitudes toward, and awareness of, various agencies and individuals who aid and protect consumers?

What types of consumer difficulties are common in the community?

To what extent are families willing and able to protect their own interests?

To what extent are language and customs a barrier to self-protection and use of protective agencies?

CONSUMER RIGHTS AND RESPONSIBILITIES

To what extent are members of ethnic groups aware of the consumer rights and responsibilities which exist in the dominant society?

In the practical sense, can the subculture groups truly exercise the rights and accept the responsibilities outlined by the dominant society — and are they motivated to do so?

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ADAPTING FOR
AGE DIFFERENCES

How do needs and interests vary at different ages? How do consumer activities and responsibilities vary? How can we adapt content and techniques in consumer education classes to meet the needs of different age groups? Let's consider the three age groups most likely to take consumer education courses — junior high or middle school (6th, 7th, 8th and 9th grades), senior high school (10th, 11th and 12th grades) and adults.

Students of all ages will be primarily interested in the consumer problems they face on a day-to-day basis . . . or expect to face in the near future. The following chart provides a very general guide to the consumer experiences and characteristics of students within the three groups. While there will be variations among different students and classes, the chart is designed primarily to help you identify the consumer characteristics of your students and to help you adapt content to meet their needs and interests according to the various age levels.

students as consumers

	JUNIOR HIGH AND MIDDLE SCHOOL	SENIOR HIGH	ADULTS
INCOME	Generally receive the lowest income of the three groups, but spending power is increasing rapidly. Depend primarily on parents for discretionary income — allowances, handouts or some other system.	Generally receive higher income than junior high. Depend largely on parents but may supplement income with earnings from part-time jobs. Some may even help support the family.	Receive income related to earning power, as dictated by ability, ambition, training, education, job opportunities and economic conditions. Other sources of income include dividends, interest, rent, welfare payments, social security, pensions.

	JUNIOR HIGH AND MIDDLE SCHOOL	SENIOR HIGH	ADULTS
TYPICAL EXPENSES AND FINANCIAL RESPONSIBILITIES	Spend primarily for personal needs including incidental items, occasional gifts, school expenses, grooming supplies, records, tapes, snacks, entertainment and some clothing. May have some or much influence on family spending depending on lifestyle of the family.	Spend for the same personal items as junior high as well as most clothing, record players and tape recorders, dating, more entertainment, often cars and other means of transportation. May share decisions on major family purchases. May handle some — and occasionally most — routine shopping for the family.	Are responsible for personal and family spending for all needs. Must manage income to meet most important needs. Need immediate competence in: • deciding what, where, if and when to buy • shopping for major purchases • knowing what to look for when buying a wide variety of items • using credit to best advantage • understanding financial tools — savings, investments, insurance, credit • planning for long-range financial needs and wants.
CONSUMER EXPERIENCES	Experiences in the marketplace are usually limited to small purchases. Opportunities are limited but students need to begin learning about comparative shopping. Repeat spending — buying same items from the same stores — is common. Involvement in family consumer experiences is becoming a factor.	Experiences usually include shopping for low- and medium-price items. May include some shopping for the family and a share in choice of major purchases. Usually are familiar with family consumer experiences. May shop for major purchases such as a car.	Experiences include most family spending. Usually are responsible for credit buying and borrowing. May be involved with mortgages, investments, insurance, social security, taxes. Handle auto and household expenses.
CONSUMER PROBLEMS	Limited spending power with little opportunity for serious spending. Lack of attention from salespeople. Susceptible to influence from friends — strive for peer group acceptance of spending decisions. Experiences difficulty in saving for major purchases and future needs.	Difficulty in finding jobs because of youth, lack of experience and state laws. Lack of experience in the marketplace. Difficulty in formulating future spending patterns — either consciously or unconsciously. Inclination to keep up with peers in spending.	Experience with a wide variety of consumer problems. Difficulty in making ends meet. Responsibility for providing basic necessities. Responsibility for setting acceptable financial goals for the family. Providing an example for children in money management. Agreement of family members on spending choices. Use of credit.

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Knowing the typical consumer characteristics and problems of students at different age levels can help you relate content and assignments to the needs of the students you teach. You may also find it helpful to reexamine the learning characteristics of different age groups. The following pages outline in a general way these learning characteristics and offer suggestions for adapting to meet the needs and abilities of each age level.

LEARNING CHARACTERISTICS OF DIFFERENT AGE GROUPS

LEARNING CHARACTERISTICS OF **JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS**	ADAPTING CONTENT AND TECHNIQUES TO MEET THEIR NEEDS
Often experience difficulty in carrying out long-range projects — may be restless with short attention span.	Provide variety in content and methods. Work on projects that can be completed in a short period of time or broken down and completed in parts. Encourage active participation in learning.
Inclined to daydream.	**Make the most of this tendency by asking students to "dream up" situations and consumer problems to be dramatized and solved in class.**
Inclined to be forgetful.	Use unique reminders for important assignments and activities using the bulletin board for announcements, personal notes or written notices such as a mimeograph or ditto sheet showing when assignments and projects are due during term. (Students can do most of the work involved in getting reminders out.)
Inclined to be enthusiastic and often impulsive.	**Create an atmosphere for using enthusiasm and impulse with techniques such as brain storming, ad-lib skits, word association, self-chosen projects and assignments.**
Experience difficulty in generalizing — may need fairly detailed content outline — but beginning to to develop the ability to analyze, classify and evaluate.	Work from a well-structured outline with room for further development. Use leading questions and problem-solving approach to help students develop concepts, evaluate them, draw conclusions and relate material to real-life situations.
Interested primarily in self, but gradually developing greater interest in the outside world and and in family money problems.	**Start with problems and interests of students, then move on to family, community and society. For instance, the 12-year-old is concerned with his lack of money. Start with this problem and move into a discussion of family money problems, then on to money shortages in the community and finally allocation and scarcity of resources in our society.**
Live primarily in the present — now rather than tomorrow — but gradually growing more concerned with immediate and distant future.	Build on present interests and problems. Use as examples the types of things students buy and the problems they have now with money and consumer activities.

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LEARNING CHARACTERISTICS OF **SENIOR HIGH SCHOOL STUDENTS**	ADAPTING CONTENT AND TECHNIQUES TO MEET THEIR NEEDS
Begin to enjoy analyzing and solving problems together with evaluating results and making judgments.	Provide problem-solving situations. Present materials, concepts, cases for evaluation; use leading questions to stimulate thought and discussion. Try questions such as: What do you think? Why? How could it be better? What went wrong? If you had a business, how would you treat customers?
Frequently interested in psychological aspects of subject matter.	**Explore underlying meanings of spending choices, causes of spending behavior, psychological aspects of earning, spending and saving. Try questions such as: What does your spending say about you? What are some of the subliminal messages in advertisements?**
Gradually becoming more sophisticated.	Discuss current events related to consumer affairs. Use newspapers, magazines and other real-life props; make smart consumership a desirable goal; evaluate pending consumer legislation and action programs.
Show preference for discussions and opportunities to exchange ideas.	**Set ground rules for discussion sessions, then use quotations, articles, news items, cartoons, question box, panels, debate, opinionnaires to get discussion started. Appoint recorders to take down key ideas and allow time for summary at the end of sessions.**
Begin to show greater independence.	Provide for individual assignments and projects and for independent study and outside learning experiences.
Begin to take an interest in community affairs, opportunities and issues.	**Provide for community involvement — discussion of issues, activities in cooperation with community organizations and businesses, exploration of community facilities available to consumers.**
Desire to participate in teaching-learning process.	Offer students opportunities to help plan curriculum and projects. Assign able students to "teach" certain concepts individually, in pairs or in small groups. Ask for suggestions — possibly through a suggestion box. Let students take part in evaluating materials, projects, activities and in leading discussion sessions.
Developing the ability to carry through on long-range projects.	**Make some assignments which require ability to carry through. This could take the form of term projects such as working out a buying guide for a specific product, compiling a file of consumer information materials, interviewing people and reporting on specific consumer issues, testing consumer products and reporting results.**
Begin to take greater interest in the future — particularly immediate future — be it a job, college, armed forces or marriage.	Create an atmosphere to encourage exploring just what consumer problems students will face in the near future. Find ways to identify the problems and find solutions through surveys of recent graduates, interviews with college students or employers, talks by personnel managers, field trips to schools or businesses, discussion of needs and financial problems common to recent graduates in different situations — college, job, marriage, etc.

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LEARNING CHARACTERISTICS OF **ADULTS**	ADAPTING CONTENT AND TECHNIQUES TO MEET THEIR NEEDS
Uneasiness and possible anxiety resulting from long absence from the classroom.	Create an easy, informal, friendly atmosphere. When possible try a church hall, conference room or community facility instead of a classroom.
Resistance to change due to "set" ways of doing things.	**Provide for the group to analyze situations which can lead to inner motivation for change rather than outside pressure or "telling." Ask for "I do it this way" contributions.**
Unfamiliarity and possible frustration with trappings of education — enrollment, registration, grading, record keeping.	De-emphasize these aspects in the classroom when possible. Streamline roll taking, record keeping, and other routine tasks unrelated to learning.
Preoccupation with outside responsibilities — earning a living, caring for a family, running a home, etc.	**Relate content to real-life problems. Use real-life situations and experiences in problem-solving. Include content designed to make life a little bit easier and more satisfying for students. Ask participants to choose subjects they need and can use now.**
Approach learning with a strong sense of responsibility and come to class voluntarily.	Keep interest alive by making classes challenging and stimulating. Give students an opportunity to evaluate and make suggestions during the course — but be willing to accept negative evaluations and to implement change.
Bring a broad background of experience to the classroom.	**Use personal experiences of students in planning and teaching. Create an opportunity for students to learn from each other.**
Need to feel that time is well spent and that material is relevant and practical.	Keep content and approach down-to-earth, practical rather than theoretical. Organize and prepare material in advance so class time is not wasted. Bring in experts to present certain material and viewpoints.
May want social satisfaction and interaction through informal class organization.	**When it seems desirable, create a club-like atmosphere. Give students time to socialize, get acquainted, enjoy each other.**

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ADAPTING FOR

DIFFERENCES IN LEARNING ABILITIES

To what extent does ability of students determine which approach and what teaching techniques to use in consumer education classes? In most instances, students in consumer education are not grouped according to ability and test scores. You normally will get a combination of high-, average- and low-ability students. However, your group may fall predominantly into one level more than any other. In any event, you, as the instructor, are expected to teach students of widely differing abilities — whether they are in the same or in separate classes. When adapting to meet the needs of students with different learning abilities, it is recommended that teachers keep in mind the following:

Many variables enter into learning ability including home environment, classroom atmosphere, psychological makeup of the student, self-image of the student, patterns of success and failure in the student's past and expectations of the teacher. A student's learning ability may well be improved or impeded by a change in the factors affecting learning ability.

Learning ability varys among students in degree, not in kind. The low-ability learner can learn and the high-ability learner can experience learning difficulties. Each needs challenges suited to his capacity and reasonable standards set for his achievement potential.

Basic life needs of low- and high-ability learners are similar, though not necessarily identical. Similarities are particularly outstanding with respect to social development, citizenship, physical and mental health, vocational efficiency and consumer competence.

The general ability level of the individual student does not necessarily apply in all areas of achievement. A low-level learner frequently possesses special talents in certain areas and the high-level learner frequently has difficulty in certain areas. Each needs the chance to develop his own special talents and to receive help in dealing with his weaknesses and limitations.

Emotional needs of low- and high-ability learners are similar. Both require affection, recognition, a sense of belonging, a balance between success and failure as well as vocational satisfaction.

You may find it helpful to review the major variations between high- and low-ability learners. The following pages provide a very general outline of those differences with suggestions for adapting content and teaching techniques to meet the needs of students with different abilities. Generalizations relating to the various characteristics have been synthesized from references on page 86 and are presented in tabular form for your convenience and use.

low-ability learners

WHEN STUDENTS SHOW THE FOLLOWING **PHYSICAL & EMOTIONAL CHARACTERISTICS:**	YOU CAN ADAPT TO MEET THEIR NEEDS BY:
Signs of hearing, speech and/or sight defects, malnutrition or poor physical development	Being alert to physical defects and problems in individual children — making allowances and compensating for physical difficulties where possible — working with students, parents and school to overcome problems.
Aggression and/or withdrawal to cover feelings of insecurity	Trying to make students feel secure — looking for underlying causes of aggression, withdrawal and other undesirable behavior patterns.
Repeated failures and a pattern of failure established early in life	Creating as many opportunities for success as possible — avoiding assignments and challenges that are too difficult — providing rewards that are meaningful to the student.
Need for high amount of encouragement, recognition and praise	Encouraging students through difficult learning situations — recognizing efforts (even if they do not succeed) — looking for opportunities to praise the student.

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WHEN STUDENTS SHOW THE FOLLOWING **MENTAL CHARACTERISTICS:**	YOU CAN ADAPT TO MEET THEIR NEEDS BY:
Slow-paced learning	Moving slowly from concept to concept, from specific to general — using material and assignments geared to a lower comprehension level.
Reading difficulty — may read two or more grades below grade placement	**Planning a program based on visual materials with little or no reading involved — choosing material with an appropriate vocabulary.**
Difficulty in communicating — particularly in writing but also verbally	Working on verbal communication with leading questions and situations that will stimulate comment — limiting written communications to what is essential such as filling out commonly used forms — avoiding written tests and examinations.
Limited ability to memorize and retain content	**Pointing out relationships in concrete terms — making the general specific — using real-life examples and problems.**
Limited ability to reason and to reach a real depth of understanding	Helping students develop reasoning ability by presenting material in logical, reasonable order with important ideas hinging on key concepts — giving students an opportunity to restate conclusions in their own words.
Short attention span — lack necessary skills to carry through on long-range or complicated projects	**Dividing material into small units students can handle — making assignments that can be completed in a short period of time. Varying activities and pacing the group with passive and active assignments, quiet times and physically active times — avoiding long-range projects.**
Limited ability to imagine abstract concepts, to create with words, to foresee results and consequences	Using techniques that encourage imagination, creativity, curiosity and forethought. Trying questions such as: *What would happen if — ?* Using games, completion exercises, dramatization.
Impatience with abstract ideas, delayed results and difficult assignments	**Working toward immediate and concrete goals — creating opportunities for success — keeping language simple and instructions clear. Adopting projects and problems that produce speedy results. Showing students the usefulness of subject matter in a realistic setting such as the community. Going into the local area to investigate consumer problems and find agencies and methods for dealing with them.**

high-ability learners

WHEN STUDENTS SHOW THE FOLLOWING **PHYSICAL & EMOTIONAL CHARACTERISTICS:**	YOU CAN ADAPT TO MEET THEIR NEEDS BY:
Exceptionally strong, healthy, attractive and well coordinated	Acknowledging fitness and abilities without overemphasizing — considering physical as well as mental development.
Personality problems and difficulty in adjusting to other students	**Being alert to personality problems — creating opportunities for fast learners to interact with average- and low-ability students.**
Self-confidence, "drive," energy and the ability to succeed	Offering special assignments to challenge students — placing learners in leadership positions — creating opportunities to work independently.

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WHEN STUDENTS SHOW THE FOLLOWING **MENTAL CHARACTERISTICS:**	YOU CAN ADAPT TO MEET THEIR NEEDS BY:
Intellectually ahead of their peers	Providing challenge through special assignments or more difficult aspects of group assignments.
Ability to read rapidly, well and with pleasure	**Giving guidance and opportunities for outside reading and a list for voluntary reading related to subject matter.**
Ability to learn quickly and to retain information	Presenting new materials and challenges at a steady pace — avoiding excessive repetition; involving the students in new challenges at the first signs of boredom.
Accomplishment in verbal and written communication sometimes coupled with the ability to communicate with language, visual and performing arts	**Creating opportunities for verbal and written expression such as leading class discussions; making written and oral reports; writing articles and submitting them for publication; writing stories, skits, plays and open-end situations to use in class; illustrating important consumer concepts visually.**
Ability to deal effectively with intellectual tasks — abstractions, generalizations, comparisons, evaluation of information	Giving opportunities to analyze messages in advertising and product information; to evaluate material; to organize facts and put together a package of information or guidelines for a specific situation, such as choosing an insurance or investment program for a family with given characteristics.
Ability to create new meaning and applications out of past learning and experiences — to see relationships and to apply learning to real-life situations	**Challenging students to use information in new ways and to apply learning to real-life situations such as applying general shopping skills to the purchase of specific goods or services.**
Curiosity, originality, initiative, independence, a sense of humor	Providing opportunities for independent study and projects — permitting originality in the use and interpretation of material — encouraging a follow-up on unanswered questions; for example, a complete study on the ways one or more companies handle consumer inquiries and problems.
Leadership qualities and acceptance of responsibility	**Placing "leaders" in leadership positions when possible — giving students meaningful responsibilities such as advanced research on a topic to be covered by the class or coaching students who have been absent or have fallen behind or are having difficulty with some aspect of learning.**
Participation in extracurricular activities and a wide variety of interests	Encouraging students to pursue outside interests which are related to material being covered in class and to enrich classroom sessions with experiences outside the school — providing the proper atmosphere for relating outside interests and activities to classroom learning.
Interest and ability in self-analysis and an evaluation of personal skills, limitations and problems	**Presenting opportunities in the classroom for self-analysis applied for instance to specific buying decisions — for working on recognized weaknesses — for improving in problem areas which are related to consumer behavior.**

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ADAPTING FOR DIFFERENT ECONOMIC CHARACTERISTICS

How do the economic characteristics of your students and their families determine the approach and teaching techniques you will use in consumer education classes? While many classes are made up of students ranging from low to high on the economic scale, other schools may be located in geographic areas which draw students with similar economic characteristics. Whether your students are predominantly from low-income families, from adequate-income families, or from both ends of the economic scale, you may find it helpful to consider differences in consumer behavior which are related to economic characteristics.

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ECONOMICALLY DISADVANTAGED STUDENTS

First, consider the terms as used in this section. In speaking of economically disadvantaged students—usually from low-income families — we are referring to those at the lower end of the socioeconomic scale who frequently, but not always, suffer from the following disadvantages:

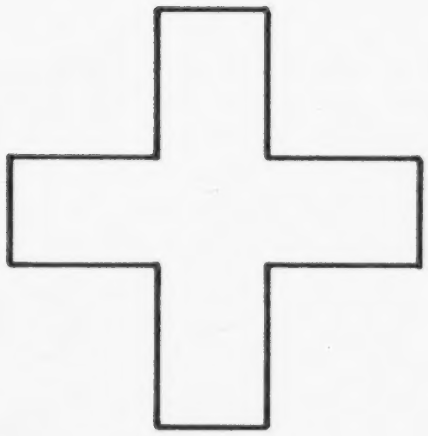
poor reading and language skills—students tend to read and speak poorly because of low stimulus, limited experience and lack of motivation at home, in the community and often at school. Language difficulties encountered by non-English speaking students may cause them to be placed with slow learners.

low educational achievement—they may be potential dropouts who may finish high school when encouraged but have limited educational opportunity for advanced schooling.

low, irregular or no income—frequently parents are employed in low-level jobs because opportunities for training, education and employment may be rare or nonexistent in the community.

unfair treatment in the marketplace — frequently low-income consumers are victimized because of limited knowledge, experience and recourse.

restricted in the number of economic choices —low-income consumers must spend most of their money on necessities leaving little or no opportunity for discretionary spending. Also, transportation problems and lack of experience frequently result in low-income families shopping almost entirely in their own neighborhoods.



ECONOMICALLY ADVANTAGED STUDENTS

In speaking of the economically advantaged student—usually from an adequate-income family—we refer to those at the middle or upper end of the socioeconomic scale who generally enjoy the following advantages:

adequate or above-average reading skills and language ability—students tend to read and speak well because of emphasis placed on these skills in the home, community and school.

average or above-average educational achievement—youngsters generally finish high school and go on to college or some other form of additional education and training.

average or above-average incomes—usually parents are employed at regular and high-level jobs because of training, education and social advantages as well as more opportunities to develop and utilize talent and ability.

fair treatment in the marketplace—although they may experience the frustrations common to all consumers, the economically advantaged are less frequently victims of systematic schemes to cheat them.

a wide range of economic choices—families with adequate incomes generally can make many choices on the use of income that is not required for necessities. Also, the stable economic situation of adequate-income consumers provides many choices concerning the use of money.

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DIFFERENCES IN CONSUMER BEHAVIOR

Certain differences in consumer behavior, attitudes and characteristics have been isolated and defined in three basic areas—shopping habits, choice-making and financial planning. While based on valid research (see bibliography on page 87), these differences are presented only for your information and consideration, and are in no way intended to be reliably descriptive in all circumstances.

It should also be noted that practices among the disadvantaged are largely a result of being disadvantaged and living constantly with an inadequate balance between resources and needs. The following materials are in no way intended to imply that the economically disadvantaged consumers are poor managers. On the contrary, given their external limitations, many poor consumers cope exceedingly well and frequently manage more efficiently than their adequate-income counterparts could do under the same set of circumstances.

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AREA	THE ECONOMICALLY DISADVANTAGED	THE ECONOMICALLY ADVANTAGED
Shopping Habits	Frequently insecure, self-conscious, reluctant to ask questions when shopping.	Generally confident, secure and willing to ask questions about products and services when shopping.
	Likely to buy repeatedly in the same stores—where atmosphere is friendly and credit is readily available.	Tend to shop around from store to store, particularly for major purchases.
	Inclined to buy the first item presented.	Likely to compare similar items and brands.
	Conscious of brand names but rarely have product features and price clearly in mind before shopping.	Often compare ads and product ratings and shop with preconceived needs and preferences in mind.
	Usually confine shopping and other consumer activities to neighborhood and surrounding area, because of transportation difficulties and/or lack of confidence in a "different area."	Tend to branch out into other geographic areas—may shop in several shopping centers, in downtown area and local or neighborhood shops.
Choice-Making	Frequently make buying choices on the basis of advertising and claims of salespeople.	Likely to depend on personal judgment and to evaluate products, ads, and salesperson's claims critically.
	Tend to be impulsive, emotional and non-rational in making decisions.	Generally plan major decisions and tend to make rational choices.
	Enjoy little opportunity to choose from a variety of alternatives.	Enjoy a wide range of alternatives in the marketplace and in financial planning.
Financial Planning	Usually more concerned with the present than with the future.	Inclined to plan ahead, particularly for major purchases and financial security.
	Usually awed by financial institutions.	Usually familiar with financial institutions and frequently use financial services.
	Inexperienced and unskilled in the use of financial tools of credit, savings, investments and insurance.	Knowledgeable in obtaining financial advice and using credit, savings, investments and insurance.

Adapting for different economic characteristics among students primarily involves:

- **a general awareness of major economic characteristics** of students and families in your classes and in the community—particularly with respect to such indicators as income levels, educational levels, employment, spending patterns.
- **a knowledge of the types of consumer problems** that are common among students and their families.
- **an emphasis on problem areas** and on practical, realistic approaches to difficulties.

The following section on common consumer problems offers a variety of learning experiences suited to students from different economic backgrounds. You can choose those most appropriate for students in your classes based on your knowledge of their economic situations.

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COMMON CONSUMER PROBLEMS AND LEARNING EXPERIENCES

Following are a few of the common consumer problem areas together with suggested learning experiences — some for all students, others particularly suited to the economically disadvantaged and others for the economically advantaged. You, the teacher, will want to decide for yourself which problem areas deserve the greatest emphasis with your students and which learning experiences are best suited to the individuals in your class and to the group as a whole, on the basis of economic characteristics and consumer experiences of students.

PROBLEM AREA I:

earning money

(Relates to Content Area: Occupation and Income, page 12)

SUGGESTED LEARNING EXPERIENCES

- Arrange for individual interviews and counseling on job choices.
- Research and discuss job opportunities and qualifications with emphasis on types of employment and jobs which are within the reach of the majority of students.
- Conduct a survey of summer and part-time job opportunities in your area—investigate pay, hours, working conditions, ways to get jobs, etc.
- Study employment ads from local newspapers. Questions to discuss include: What do the ads show about the local job market? What do the terms and abbreviations used in the ads mean? What do the ads tell about various jobs and job qualifications?
- Arrange study trips to business firms and government offices where students from the area would most likely apply for jobs or training.
- Work with distributive education to introduce students to different types of jobs and to arrange work experience in connection with school.
- Contact several employment agencies to find out the services provided, the cost of services and the operating policies of each agency. Follow up with research and discussion on the advantages and disadvantages of seeking employment through an agency together with criteria for selecting a suitable employment agency.
- Obtain application forms for various types of jobs and from different companies. Analyze the forms to find out the type of information required, qualifications for the different jobs, policies of different companies in interviewing job applicants. When possible and appropriate, reproduce application forms to give students an opportunity to become familiar with them and to practice completing forms.
- Compose suitable letters for applying for a specific job or for answering employment advertisements in the newspapers.
- Simulate an employment office with some students acting as interviewers and others as job applicants with stated qualifications applying for given positions. Involve the entire class in the simulation by allowing time for questions and discussion during and following each simulated interview.
- Schedule talks by recent graduates who are now employed or assign individuals to interview recent graduates who are employed and report to the class. Questions to explore include: What type of work does the job call for? What are the working conditions? How do you fit into the work world? Were there problems in adjusting to and performing the job? What are the advantages and disadvantages of the job?
- Discuss and illustrate appropriate dress, grooming and manner for various types of jobs.
- Set up role playing situations to act out 1) applying for a job, 2) first day on the job, 3) correction of an employee by a supervisor, 4) calling in to report absence or illness, 5) answering the telephone on the job, etc.
- Provide individual counseling, guidance and referral of students with exceptional abilities, interests and determination.
- Study and compare job opportunities for 1) high school graduates vs dropouts, 2) high school graduates with special skills or training vs high school graduates without training or skills, 3) high school graduates vs college graduates, 4) college graduates vs college dropouts.
- Plan a career day or panel discussion of jobs and professions to which students would most likely be attracted. Call in people in key professions to discuss job qualifications and opportunities.
- Discuss factors which influence choice of colleges, specialized training, professions, etc.
- Study and compare job opportunities, income, working conditions and job security 1) in different fields, 2) for high school graduates vs college graduates, 3) for college graduates vs those with additional training or advanced degrees.
- Divide the class into several groups, each to study and report on a specific job or career area such as engineering, teaching, medicine, finance, business, etc. Use the following as guidelines for research:

  What are the advantages and disadvantages of entering the field?

  What types of jobs and opportunities are available in each area?

  What types of job satisfaction can be expected?

  What personal qualifications are desirable to enter the field?

  What is the future outlook for the profession or occupation?

  How much training, education, and experience is required to be effective in this field?

PROBLEM AREA II:

managing resources

(Relates to Content Area: Management of Resources, page 12)

SUGGESTED LEARNING EXPERIENCES

- Set up choice-making situations. For instance, ask students to write down five things they would like to do if they had $20.00 to use any way they choose. Then ask them to go through the list and arrange items in their order of importance. Or, let each student decide how he would use $50.00 and then defend his decision with valid reasons.

- Present a problem to the group to solve—choosing between two desirable or necessary expenditures when only one is possible. Follow up with discussion and questions until the steps in making such a choice can be clearly outlined.

- Conduct a class or school survey to find out how much students have to spend, how they spend, if and how they plan spending or use any management skills. Follow up with discussion of spending patterns and management techniques.

- Ask students either verbally or on paper to set up general priorities for spending for families and individuals. Suggest that each individually list his own priorities in their order of importance.

- Ask students to make up a bulletin board or plan a discussion of common management mistakes, such as failure to plan, impulse buying or overextension, which are particularly costly. Use role playing to act out situations which might lead to these mistakes. Follow up with a list of pointers for avoiding costly spending errors.

- Conduct a survey or check statistics on personal consumption expenditures to determine which items take the largest share of individual and family incomes. Follow up with a study of possible ways to spend less for these items. Include possible savings through use of public facilities such as clinics, medical schools, housing, etc.

- Explore some feelings about money using the following questions:

  How might lack of money affect a person's attitude toward life?

  How would it make you feel to have plenty of money?

  What are some factors that influence the ways people spend money?

- Draw up a list of typical personal expenditures on a chalk board and divide them into "fixed" and "flexible." Then ask each student to make up a weekly spending plan based on his own income and expenses. Discuss ways to balance spending when income doesn't cover expenses.

- Draw up imaginary profiles of four or five individuals or families with different financial situations—bachelor living alone, two girls sharing an apartment, newly married couple, young couple with two or three children, retiring couple, etc. Divide the class into family size groups and have each group work out a spending plan for one of the individual or family situations.

- Discuss 1) the value of long-range goals and financial planning, 2) financial problems which might occur as a result of not planning, 3) common mistakes in managing income, 4) disadvantages of having plenty of money.

PROBLEM AREA III:

spending money

(Relates to Content Areas: Economic Choices, page 13; Advertising, Selling Aids and Motivators, page 14; Buying Goods and Services, page 14)

SUGGESTED LEARNING EXPERIENCES

- Ask each student to describe the last article of clothing he bought and tell 1) why he bought it, 2) when he bought it, 3) whether he still likes it, 4) whether he would buy it again, 5) what influenced his choice.

- Suggest that students bring in printed advertisements for different products. Choose several ads the group considers particularly good and several considered poor. Analyze these ads to determine 1) information provided, 2) selling techniques, 3) emotional appeals, 4) factual claims, and 5) general tastefulness. Rewrite the poorest ads.

- Discuss 1) factors that influence people to buy one product rather than another, 2) why someone might deliberately buy something he knows he can't pay for, 3) why some people buy things they do not need or really want.

- Divide the group into several sections and ask each section to put together a list of buying pointers for specific types of products—textiles and clothing, appliances, sporting goods, musical instruments, furniture, cosmetics, used cars, etc. Follow up with discussion.

- Conduct a survey of places to shop in the local area and compare prices, merchandise, services and reputation of stores.

- Encourage students to describe problems with buying goods or services, based on personal or family experiences. Act out some of the problems and try to discover ways of avoiding similar difficulties and ways of handling problems that cannot be avoided.

- Arrange field trips to shopping centers and large supermarkets to introduce students to retail outlets not in their own areas. If possible use public transportation so students will learn how to get to areas out of their immediate neighborhoods, and then figure out dollar savings, cost of transportation, differences in quality and selection of merchandise, etc.

- Discuss 1) techniques and telltale signs of unfair, disreputable sellers and selling schemes, 2) consequences of being taken in by such schemes, 3) ways to identify fair and honest retailers.

- Involve students in comparison shopping for items they would be likely to buy for themselves—preferably something other than a routine purchase—radio, record player, bike, guitar, clothes, etc. Have students report findings on brands available, features, prices, guarantees, store services and policies, etc. Write up buying guides on the basis of findings.

- Set up a fact finding committee to check policies of neighborhood stores on returns and exchanges, credit for teens, sale merchandise, guarantees and warranties, handling consumer inquiries and complaints.

- For extra credit let students draw up pointers on buying specific products.

- Have each student compose a letter, based on personal experiences or fact, to a manufacturer or store manager to ask for information, to complain about a product or service, to compliment on a product or service, to make a suggestion.

- Set up a viewing panel to watch TV ads for one weekend or for several nights running and to analyze commercials as to types of appeal, information provided, and audience and age at which different commercials are aimed. Discuss notations and observations in class and where desirable write manufacturers and companies to comment on advertisements.

- Use a case study of a family without a car and let the class come up with ways of shopping without going to neighborhood stores which may be expensive compared to large stores in shopping centers. Evaluate each suggestion of ways to shop out of the neighborhood in terms of 1) transportation costs, 2) merchandise selection and quality, 3) dollar price differences, 4) difficulty in getting to shopping areas away from home. Determine when it would and when it would not pay to make the effort.

- Define and contrast a planned purchase with an impulse buy. Use examples from experiences of students to illustrate when and under what circumstances an impulse purchase is most likely to be a good buy and under what circumstances planning is most important.

PROBLEM AREA IV:

using credit

(Relates to Content Area: Consumer Credit, page 15)

SUGGESTED LEARNING EXPERIENCES

- Discuss 1) the meaning of consumer credit, 2) the place of credit in the economy, 3) reasons for using credit, 4) types of consumer credit, 5) advantages and disadvantages of using credit, 6) alternatives to using credit.
- Obtain and fill out sample application forms for credit. Follow up with a discussion of 1) questions on the form, 2) establishing a sound credit rating, 3) the value of a sound credit rating.
- Obtain and study several sample credit contracts and monthly statements. Follow up with discussion of 1) words and terms used on the contracts and statements, 2) legal rights and obligations of creditors and debtors, 3) consequences of failing to meet obligations, 4) disclosure requirements of the Truth in Lending Act.
- Study and discuss costs of using credit.
- Go to the local credit bureau to find out how it operates, type of information recorded, and ways to challenge and change an inaccurate record.
- Discuss 1) problems low-income families face in obtaining credit from legitimate sources, 2) new experimental programs in making credit available to low-income consumers.
- Explore ways credit could help stretch income.
- Examine differences between reputable and disreputable creditors and draw up a list of things to look for when shopping for credit.
- Use examples to show the difference between the cash and credit price of a $250 TV in two or three stores; the difference in finance charges for a 12 month contract, 18 month contract and 24 month contract. Discuss other factors that influence consumer choice—reputation of the store, provision for service, guarantees, which may be more important than finance charges in the long run.
- Discuss and make up a list of places to call to report dishonest credit practices, to get advice and help with credit problems and to check out a creditor's reputation before signing a contract.
- Discuss local, state and federal government laws and regulations which protect consumers in their use of credit—what are the provisions of the laws; how do they protect consumers; how are they enforced, how do you report violations?
- Explain and discuss legal action open to creditors when debtors fail to carry out terms of credit contracts.
- Interview an adjuster in a debt adjustment agency, a credit counselor and/or the manager of a finance company that makes debt consolidation loans to find out:
  1. ways debt adjustment or consolidation can be arranged
  2. fees for services and extra costs in finance charges
  3. advantages and disadvantages of pooling debts
  4. alternatives to debt pooling
  5. circumstances under which debt adjustment would and would not be advisable
  6. services and fees of credit counselors
  7. criteria for selecting reputable debt adjusters and credit counselors.
- Find case studies to show situations in which a debtor remains liable for payment of a credit contract even though goods or services have not been received or are not satisfactory. Discuss reasons for this situation (holder in due course clause) and legal remedies being considered.
- Find case studies to illustrate consequences of failing to make payments on a credit contract. Cite examples to show when the consequences are justified and when they are unfair.
- Send for a copy of the Fair Credit Reporting Act or a summary of this law and discuss the ways it protects consumers. Work up two or three situations for role playing which show how consumers might use the Fair Credit Reporting Act.
- Discuss the advantages, disadvantages and alternatives to using credit for different purposes such as education, furniture, vacation, medical bills, clothes, etc.
- Investigate and discuss characteristics of different types and sources of credit.
- Invite credit representatives such as bankers, managers of credit departments in retail stores, managers of finance companies, credit union officers, manager of the credit bureau, to talk to the group or interview them and tape the interview to play back and discuss in class.
- Find examples and articles in newspapers and magazines on uses and abuses of credit cards.
- Discuss pros and cons of having many charge accounts and credit cards. Develop a system for keeping a record of all of them.
- Divide the class and debate the following statements:
  1. Teenagers should have their own credit accounts.
  2. Credit should only be used for emergencies and absolute necessities.
  3. Bankruptcy is the best solution for over-indebtedness.
  4. Credit tempts people to overspend.
- Review recent and pending legislation related to the use of credit and discuss pros and cons from the point of view of 1) the consumer, 2) the creditor, 3) the financial counselor, 4) the legislator, 5) the economy.

PROBLEM AREA V:

dealing with financial problems and crises

(Relates to Content Areas: Management of Resources, page 12; Consumer Grievances, Page 17; Consumer Protection, page 18)

SUGGESTED LEARNING EXPERIENCES

- Define and give examples of financial problems and crises. Follow up with a discussion of 1) how and why financial problems and crises differ among different individuals and families, 2) how financial crises relate to size of income, 3) how financial difficulties change at different stages of the life cycle.

- Find case studies which illustrate family financial crises in real life, in fiction or in magazines and newspapers. Discuss 1) which of the crises could have been avoided and how, 2) ways to deal with each crisis described, 3) the similarities and differences among the crises cited.

- List a variety of financial crises and classify them as avoidable and unavoidable.

- Discuss financial practices which are likely to bring about financial crises or disasters.

- Bring out and discuss financial crises among students—explore causes and possible solutions.

- List social and government agencies which exist to help individuals and families deal with financial crises.

- Indicate under what circumstances each of the following situations would be a financial crisis and explore ways to deal with each situation, including places to go for help:

    1. You sign up to go to a modeling school and then discover that you have promised, by signing, to pay $25 per month for three years—a total of $900.
    2. You have no money and not enough food for the family and pay day is three days away.
    3. You are 12-years-old and you do not have enough money to dress like the other kids at school.
    4. You bought a TV on time and can't make payments and the seller is threatening to repossess.
    5. You want to work, you really need money and you can't find a job
    6. You are very sick, do not know what is the matter with you, do not have money to pay a doctor to take care of you and do not know where to find a doctor.

- Visit small claims court and evaluate cases presented.

- Draw up a list of financial crises which would be typical for the students and their families and discuss the causes of the crises, possible solutions and ways to avoid similar problems in the future.

- Draw up a list of people and places which could be helpful in dealing with financial crises of various types.

- Ask students to indicate which of the following situations they would consider a financial crisis and to tell how they would deal with each situation:

    1. You have an accident with a friend's car—no one is hurt but damages on the car come to $850 and it is not covered by insurance.
    2. Most of your friends are going to college—you want to go too, but your parents cannot afford to send you.
    3. Your father is notified by his employer that he is to be dismissed at the end of the month.
    4. You bought a car on time last summer when you were working. Now you are in school and cannot earn enough money to keep up the payments.
    5. You open a charge account your first year in college and before you know it, you run up a bill of $575 which you cannot pay.

- Use students' descriptions of five or six situations that would be typical of financial crises for themselves and their families. Discuss causes of these crises, possible ways to deal with them and ways to avoid similar problems in the future.

PROBLEM AREA VI:

providing financial security

(Relates to Content Areas: Insurance Protection, page 16; Savings and Investments, page 16)

SUGGESTED LEARNING EXPERIENCES

- Define financial security. Follow up with discussions of 1) factors that contribute to financial security, 2) factors that threaten it, 3) how can you plan for it, 4) how might you lose it, 5) how important is it?

- Have a discussion or debate after students select four or five phrases to complete this sentence: "Financial security is _____."

  1. having enough to eat
  2. owning a home
  3. having money in your pocket
  4. owning nice clothes to wear
  5. money in the bank
  6. having a steady job
  7. owning a car
  8. possessing job skills
  9. having a college degree
  10. keeping bills paid
  11. a savings fund for emergencies
  12. possessing a high school diploma
  13. owning stocks and bonds
  14. having plenty of insurance
  15. knowing there is enough money to buy things you want
  16. Other _____

- Discuss how methods of providing financial security might differ for 1) singles and married couples, 2) men and women, 3) families with children and those without children, 4) young, middle age and older people.

- With students, investigate, describe and explain government programs which contribute to financial security of individuals and families. Discuss pros, cons, advantages, disadvantages and effectiveness of these programs.

- Discuss the possible effect of the following on personal or family financial security—illness, accident, inheritance, scandal, death, winning a valuable prize, flood or fire, unemployment.

- Explore attitudes on financial security and discover how it is related to education, training, job skills, welfare programs, health, savings, insurance, management.

- Investigate and discuss forms of financial security frequently provided by employers, government and community agencies.

- Outline steps individuals and families can take to provide some degree of financial security.

- Discuss relative degrees of security of welfare recipients vs non-welfare working poor.

- Explore attitudes and interests related to financial security. What do students know about it? What do they want to know?

- Invite representatives from banks, savings and loan associations, insurance companies, mutual funds and investment companies to talk to the group on various aspects of saving, insuring and investing.

- Discuss financial security as it relates to job security, inheritance, success, other sources of income.

- Outline factors to consider in long-range plans for financial security.

- Discuss problems that could result from too much or too little emphasis on financial security.

- Discuss relative importance of financial security and forms of financial security for different stages in the life cycle.

PROBLEM AREA VII:

obtaining information and advice

(Relates to Content Areas: Consumer Information, page 13; Consumer Grievances, page 17; Consumer Protection, page 18)

SUGGESTED LEARNING EXPERIENCES

- Work up a list of sources of consumer information and set up an information center with sample materials from each source.
- Discuss the people, places and publications which commonly provide consumer information advice and aid. From the discussion, make up a "Directory of Consumer Aid and Information."
- Categorize types and sources of consumer information and advice for different consumer problems—housing, credit, buymanship, insurance, legal matters, etc.
- Review books and publications in the school or public library and make an inventory of those dealing with various aspects of consumer information. Cooperate with the library to make a special display of those which seem to be most helpful.
- Set up a step-by-step procedure for obtaining advice and information from various sources, such as the Better Business Bureau, the credit bureau, manufacturers, store managers, government agencies.
- Use role playing to dramatize finding and obtaining advice on specific matters of consumer interest—in person or by telephone.
- Draw up a "Where to Call Guide" for the local area including people and places to call for aid and advice on different matters.
- Discuss when, where and how to seek advice and aid on different matters. What type of assistance can consumers expect from case workers, Office of Economic Opportunity, Legal Aid Society, etc.
- Pose problems which would require advice and ask students to find out whom to call or see for help with each problem. For example:
  - You buy a sewing machine from a door-to-door seller and it does not work. 1) What can you do? 2) Who should you call? 3) What is your legal recourse if the seller is at fault? 4) Could you cancel the contract if the machine did work? 5) Under what circumstances could you cancel?
  - You paid, but did not get credit for, the monthly installment on a car. Now the dealer is threatening to repossess the car. 1) What can you do? 2) Who do you call? 3) If the car is repossessed must you still pay?
  - You bought a set of living room furniture but when delivery was made it was not the same as the furniture you had ordered. 1) What can you do? 2) Who can you call?
- Investigate laws that protect consumers together with the sources of low- or no-cost aids such as legal aid societies.
- Investigate, report on and discuss government and private agencies that counsel people on consumer matters.
- Review newspapers and magazines to find situations that call for advice of various personal and family advisers—lawyers, stockbrokers, insurance men, accountants, budget counselors.
- Set up criteria for selecting and working with reliable advisers on taxes, insurance, investments, legal matters, savings, estate planning.
- Compose sample letters to use as guides when reporting problems or making inquiries from business, private organizations and government agencies.
- List the places or people that could be helpful or provide helpful information for the following situations:
  - Mrs. Johnson has five children ages 2,4,5,8 and 10. Her husband disappeared several weeks ago and she has no income.
  - Tommy Pringle is five-years-old and has a defective kidney. He needs a kidney operation but his family cannot pay for it.
  - Martha Brooks is a 62-year-old widow with little or no regular income. She is entitled to Social Security benefits but doesn't know how to claim them.
  - Bill Barnam has three estimates on putting a new furnace in his home, but he questions the reputation of the company that gave him the lowest bid. He wants to check on the company before signing any contract.
  - Barbara Parks is a senior in high school with excellent scholastic records. She wants to go to college but her family can't afford to send her and she doesn't know where to find out about scholarships.

PROBLEM AREA VIII:

understanding the economy

(Relates to Content Areas: The Consumer and the Economy, page 11; Consumer Rights and Responsibilities, page 18)

SUGGESTED LEARNING EXPERIENCES

- Outline and discuss the role of the consumer in our economy. 1) How can he influence the economic policies and practices of business and government? 2) How is he affected by economic decisions in business and government? 3) Cite specific examples of ways consumers have made themselves heard by business and government and how individuals can make their votes count in our economic system.

- Explore and discuss the importance of private property, competition, profits and prices in our economic system. How do they affect individuals, business and government?

- List and discuss the rights and responsibilities of the consumer in the economy. Give specific examples of each right and responsibility.

- Point out and discuss the various economic choices and alternatives open to the consumer and effects of consumer decisions in the marketplace.

- List and discuss rights and responsibilities of business in the economy. Give examples to illustrate specific business rights and responsibilities.

- List basic consumer rights and responsibilities and cite concrete examples of each.

- Cite specific consumer responsibilities and follow up with a discussion of consequences of not accepting them.

- Check out courses of action open to consumers when they have been denied their rights in the marketplace—again using concrete examples.

- Outline consumer rights and legal recourse related to deceptive business practices which may occur in the local area.

- Discuss and set up role playing situations to illustrate ways consumers can exercise their rights and accept their responsibilities.

- Ask students to bring in newspaper and magazine articles on economic policies and business which would affect consumers. Follow up with discussions.

- Divide the class into three sections, representing consumers, business and government. Have each group present its viewpoint on specific economic issues.

- Describe the rights and responsibilities of business as they relate to:
  - product safety
  - product quality and performance
  - warranties and guarantees
  - servicing of products
  - competition
  - prices
  - environment

- Describe the rights and responsibilities of consumers as they relate to the same topics. 1) When do the rights of business and consumers conflict or appear to conflict? Cite examples. 2) How can conflicts be resolved? Give examples.

- Divide the group into four sections, each to explore the uses and abuses of one of the following productive resources:
  - land and natural resources such as minerals, timber, water, climate, and other products of nature.
  - capital resources including the goods, equipment, factories etc., used in production.
  - labor or human resources including the physical and mental efforts of those involved in producing goods and services.
  - risk capital from the entrepreneurs who bring other resources together and finance and organize them for production.

- Make up an action kit for consumers showing where and how to contact business and government officials on consumer matters. Include names, titles and addresses of those to contact together with sample letters and possible issues to cover.

- Discuss how government policies on spending and taxing can affect individuals and businesses.

- Assign students to make a bulletin board or display and to plan a panel discussion or other type of presentation

on "A Current Economic Happening" taken from actual economic events or issues which affect consumers.

- Brainstorm to come up with ways to curb abuses and deceptive practices that occur most frequently in low-income areas.

- Consider the following topics for independent research to be shared with the class:

  - Converting to the Metric System—What Would It Mean to Consumers?
  - Inflation—Its Effect on Individuals and the Economy
  - Free Choice—What Does It Mean?
  - The Consumer in the Economy
  - The Meaning of Free Enterprise
  - Consumer Sovereignty
  - Forces That Restrict Free Choice
  - Consumer Misconduct
  - Business Misconduct

OTHER LEARNING EXPERIENCES AND MOTIVATORS

VIP Identification. Involve students in making a list of local, regional and national "very important people" in the consumer field. These can include private, business and government figures who have made outstanding contributions to the consumer movement or who hold positions of responsibility related to consumer interests. Ask students individually or as a group to identify each VIP and describe what action or position makes him or her important to consumers.

Where to Call Guide. Pose typical consumer problems and inquiries and have the students find out the people and agencies to call for aid and information for each problem. Then make up a "Where to Call Guide" for the community, including instructions on where and how to inquire and complain.

Current Events Committee. Assign groups or teams of students to watch for current events affecting consumers and bring newspaper and magazine articles covering these events to class. Follow up with discussion and bulletin board displays.

Statistics Interpretation. Make transparencies for overhead projection from statistical figures commonly used to express economic conditions and data. Discuss the meaning and significance of the various figures; how one statistical fact relates to another; how one year's figures relate to previous years; how income figures relate to cost of living figures, etc.

Quotable Quotes. Involve students in collecting quotations related to money and consumer interests. Discuss them pro and con—what the author meant, how the quotation applies to real-life situations, how quotes made in past eras apply today, etc.

Cartoon Corner. Once you and your students can laugh together you have opened the door to more serious discussions and communications. Cartoons can help achieve this goal. Use them to introduce new units, to open the way for discussions, to make important points. Students can mount cartoons on bulletin boards or make transparencies to use with the overhead projector.

Product Tracer. Select a specific product and trace it from first stages of production to the consumer. List and discuss the various processes it goes through and the services involved in getting the product to the consumer. Where possible, estimate costs involved each step of the way.

Case Studies. Study and analyze realistic cases of consumer activities and problems which would be typical for your students and their families. Follow up with discussion questions and outside activities which would lead to a practical approach to problems presented in each case study. Students can make up cases or find them in magazines and newspapers.

Independent Study Projects. Let each student develop his own independent project geared to his personal interests, needs and abilities. This technique is excellent for adapting to individual differences among students. Guide learners into selecting projects which at some point can be shared with—and which in some way will benefit—the entire class if possible.

Simulation Games. Play games which involve consumer skills and decisions such as CONSUMER or GHETTO or ECONOMIC SYSTEM. (Available from Western Publishing Co., Inc., School and Library Dept., 150 Parish Dr., Wayne, N. J., 07470.) Try games students make up themselves as well. Making up games with "learning" content could well be an independent or small group project for students who are capable of the challenge.

devices for identifying, motivating and evaluating students

This section is designed to help you identify, motivate and evaluate your students in various aspects of consumer education. Identifying basic characteristics of students is the first step toward adapting and directing content to meet student needs. The first questionnaire is intended to show how well you know your students. The remaining devices can be used to identify student characteristics, weaknesses and strengths; to motivate an interest in consumer education; to evaluate progress in consumer related skills and understandings. The section includes:

How Well Do You Know Your Students? — a teacher questionnaire to help instructors evaluate their knowledge of students and to suggest ways of learning more about them.

My Consumer Profile — a survey to use in obtaining a profile of the cultural backgrounds, experiences, interests, attitudes and consumer behavior of students.

What Do You Think? — an opinionnaire to reveal student attitudes and opinions on consumer issues and problems.

What Do You Know? — a questionnaire to show student understanding in various content areas in consumer education.

What Do You Do? — a questionnaire to show consumer behavior of students.

Words to Know — suggestions for developing a consumer vocabulary and increasing student familiarity with consumer terms and concepts.

While devices that tell you more about your students are helpful and to some extent necessary in planning a relevant consumer education program, you will need to consider the possibility of students and their families interpreting questionnaires and inquiries as an invasion of privacy. Before using any of these devices it is recommended that you:

- review the material carefully and revise or delete questions, statements and terminology which might be offensive to the group or to individual students within the group.
- emphasize that the intent of the material is to obtain helpful information to guide planning rather than serve as an inquiry into personal lives.
- ask students to omit their names on questionnaires and surveys that cover personal spending habits and behavior to preserve anonymity.
- permit students to abstain from completing any questionnaire, survey or specific questions that they find objectionable.
- make it clear that no grades will be based on questionnaires and surveys.

Depending on where you teach, it may also be advisable to consult your principal before using any detailed surveys in your classes. In many areas, school policy or community attitudes will determine the degree to which you can make use of questionnaires which cover economic characteristics and behavior patterns of students and their families.

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teacher questionnaire

The following questionnaire, to be self-administered, offers an opportunity for you to take an objective look at your own efforts in getting to know your students and their needs. Some of the questions may give you ideas for learning more about those you teach.

HOW WELL DO YOU KNOW YOUR STUDENTS?

YES	NO	For each "Yes" answer, complete the question:
☐	☐	1. Do you know what magazines, books and papers your students read regularly? Name three: _____ _____ _____
☐	☐	2. Do you know what recent movies are most popular with your students? Name three: _____ _____ _____
☐	☐	3. Do you know the TV programs students watch regularly? Name three: _____ _____ _____
☐	☐	4. Do you know what records and musical groups students like? Name three: _____ _____
☐	☐	5. Do you know which adult or teenage idols appeal most to your students? Name them: _____ _____
☐	☐	6. Do you know several places where students spend time out of school? Name them: _____ _____
☐	☐	7. Do you ever read the magazines and books or see movies and TV programs that appeal to your students? Name any that you read or have seen within the last six months: _____ _____ _____

YES	NO	
☐	☐	8. Do you know how your students spend their money? Name six typical expenses:
		_____ _____ _____
		_____ _____ _____
☐	☐	9. Do you know where students get their money? Name sources of income:
		_____
		_____
☐	☐	10. Do you know approximately how much money students have to spend? Estimate the average amount for boys _____ and for the girls _____
☐	☐	11. Do you know where your students shop and buy? Name four places:
		_____ _____
		_____ _____
☐	☐	12. Do you know what types of responsibilities students have in their homes and in the community? Name five:
		_____
		_____
☐	☐	13. Do you know something of the socioeconomic structure of the community where you teach—including types of employment, sources of income, size of incomes, working mothers, types of homes, educational levels, community activities, family life? Give a brief description:
		_____
		_____
		_____
		_____
		_____
☐	☐	14. Do you know what types of consumer problems commonly exist in students' families? Describe them briefly:
		_____
		_____
		_____
		_____

YES NO

☐ ☐ 15. Do you know what types of consumer problems exist among students themselves? Describe them briefly:

_____

_____

_____

_____

☐ ☐ 16. Do you know where to find students' school records? Name types of records available and dates you last used them:

_____

_____

_____

☐ ☐ 17. Do you ever contact a counselor, homeroom teacher or parent to help you understand an individual student or to solve a student problem? Name contacts during the last school year:

_____

_____

_____

_____

☐ ☐ 18. Do you create an atmosphere that encourages students to express themselves? Explain how, briefly:

_____

_____

_____

_____

☐ ☐ 19. Do you really listen when students talk—both in and out of class? Name several things you have learned through listening:

_____

_____

_____

_____

_____

YES NO

20. Do you know which students their peers look to as leaders and models in your classes and in the school? Name them:

_____ _____ _____

_____ _____ _____

21. Do you observe student behavior in and out of class in order to reach a better understanding of the students you teach? Name several things you have learned through observation:

_____

_____

_____

_____

22. Do you take an interest in school activities outside of your department? Name the last function you attended or activity that you followed:

_____

23. Do you read articles and books and watch programs that explore the attitudes and behavior of young people today? Name recent items you read on this topic:

_____

_____

24. Do you ever take a survey, give a pretest, conduct an opinion poll, set up a question and suggestion box or use some other specific method to find out how students feel and think about important issues? Name the devices you used during the last term:

_____

_____

_____

25. Do you occasionally make yourself available to students and parents on an informal basis? Describe how and when you are available:

_____

_____

_____

_____

student survey

The following survey includes a variety of questions for you to use as a basis for developing your own survey according to the cultural and socioeconomic makeup of your students and the community in which you teach. Some questions may not be appropriate and others will need to be reworded to supply meaningful information about your group. Select questions that ask for the type of information you will find most helpful in structuring your own consumer education unit. It may also be desirable to add specific questions on such topics as credit, insurance, taxes, investments and family money management, particularly for older students or adults.

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MY CONSUMER PROFILE

DIRECTIONS:
Do not sign your name. This survey is designed to provide a profile of the group as a whole and to help us tailor this class to your needs and interests. It is not an inquiry into individual spending habits or finances. Please complete statements that apply to you by filling in the blank spaces or checking the word or phrase that most appropriately answers the question.

1. I am _____ male _____ female

2. I am _____ years old and in the _____th grade

3. I live in a _____ house _____ apartment _____ mobile home

4. Paid jobs of people in my family are: _____

_____

_____

5. This term I am taking the following subjects: _____

_____

_____

_____

6. My major area of study is: _____

7. I _____ do _____ do not plan to graduate from high school

8. After graduation or leaving school I plan to:

_____ go to a vocational school and learn _____

_____ join the armed forces

_____ go to college

_____ get a job as a _____

_____ get married

_____ other (explain) _____

9. The amount of money I have to spend each week is approximately:

_____ 25¢ to $3 _____ $3 to $6 _____ $6 to $12 _____ $12 to $24 _____ over $24

10. I get most of my money from: _____ a job _____ a regular allowance

_____ asking my parents _____ gifts _____ other (explain) _____

_____

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11. Things I regularly use my own money for include:

_____ clothes
_____ cosmetics
_____ carfare
_____ books
_____ magazines
_____ records
_____ other (explain) _____

_____ school supplies
_____ snacks
_____ lunches
_____ movies
_____ dating
_____ contributions

_____ sporting clothes or equipment
_____ savings
_____ gifts
_____ car expenses
_____ grooming supplies or services
_____ family needs

_____

12. My regular responsibilities at home are to help:

_____ buy food
_____ prepare meals
_____ iron clothes
_____ shop for the family
_____ clean my room
_____ clean house
_____ other (explain) _____

_____ take care of younger children
_____ take care of older family members
_____ wash clothes
_____ take care of the yard
_____ take care of the car
_____ take care of pets

_____

13. Five things that influence me most are:

_____ parents and family members
_____ counselors
_____ people in the news, sports, movies, politics, etc.
_____ newspapers

_____ friends
_____ leaders in school
_____ magazines
_____ movies
_____ other (explain) _____

_____ teachers
_____ church and religious leaders
_____ books
_____ TV

_____

_____

_____

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14. Five things I would like to learn most in consumer education are:

_____ how to get more satisfaction for my money
_____ how to decide what to buy
_____ how to judge the quality of goods and services
_____ what to buy and what not to buy
_____ how to use banks
_____ how to complain when goods or services are not satisfactory
_____ other (specify) _____

_____ how to save money
_____ how to avoid being cheated
_____ where to shop
_____ how to use credit
_____ how the economy works and how it affects me

_____

_____

15. Magazines and newspapers I read include: _____

_____

_____

16. My favorite movies are: _____

_____

_____

17. My favorite TV programs are: _____

_____

_____

18. My favorite musical records and tapes are: _____

_____

_____

19. Places my family and/or I buy goods and services from most frequently include:

_____ department stores
_____ restaurants
_____ other (specify) _____

_____ catalog order stores
_____ door-to-door sellers

_____ drug stores
_____ supermarkets

_____

20. Places my family and/or I save or borrow money include:

_____ bank
_____ savings & loan association
_____ credit union
_____ small loan company
_____ insurance company
_____ other (specify)_____

_____

21. Personal services my family and/or I buy include those of:

_____ doctor
_____ nurse
_____ dentist
_____ eye doctor
_____ chiropractor
_____ lawyer
_____ insurance man
_____ stockbroker
_____ barber
_____ beautician
_____ other (specify)_____

_____

22. Community services my family and/or I regularly use include:

_____ library
_____ park
_____ dental or health clinic
_____ museum
_____ nursery school
_____ YWCA or YMCA
_____ zoo
_____ day care center
_____ employment service
_____ buses or subway
_____ playground
_____ family counseling service
_____ athletic facilities
_____ adult or evening school

23. Items my family and/or I bought from a door-to-door salesman include:

_____ magazines
_____ encyclopedia
_____ sewing machine
_____ vacuum cleaner
_____ photographs
_____ musical instruments and lessons
_____ furniture or carpeting
_____ insurance
_____ home repairs
_____ furnace or furnace parts
_____ cosmetics and grooming supplies
_____ cookware
_____ other (specify) _____

_____

24. The way I feel about most of my purchases is:

_____ dissatisfied
_____ satisfied
_____ sorry
_____ wise
_____ foolish
_____ cheated
_____ happy
_____ disappointed

25. Small appliances or equipment my family owns and uses include:

_____ electric fan _____ radio _____ record player

_____ sewing machine _____ vacuum cleaner _____ floor scrubber

_____ steam iron _____ blender _____ food mixer

_____ toaster _____ electric fry pan _____ humidifier

_____ air conditioner

_____ other (specify) _____

_____

_____

26. Major appliances my family owns include:

_____ range _____ disposer _____ refrigerator

_____ clothes washer _____ dishwasher _____ clothes dryer

_____ freezer _____ other (specify) _____

_____

_____

27. Home entertainment equipment my family owns includes:

_____ color TV _____ black and white TV _____ record player

_____ tape recorder _____ radio

_____ other (specify) _____

_____

28. Equipment I personally own includes:

_____ radio _____ TV _____ tape recorder

_____ record player _____ typewriter _____ hair dryer

_____ electric hair curlers _____ musical instruments _____ sewing machine

_____ electric toothbrush _____ other (specify) _____

_____

_____

29. Phrases that describe me include:

_____ I get a regular allowance

_____ I earn money at home

_____ I never have enough money

_____ I have a savings account

_____ I use my parents' charge accounts

_____ I have no money to spend

_____ I choose most of my own clothes

_____ I have a regular job

_____ I usually get money when I ask for it

_____ I have about as much money as my friends

_____ I have a checking account

_____ I have my own charge account(s)

_____ I can buy most of the things I want

_____ I have more money than I really need

30. My family

_____ discusses money matters together

_____ buys expensive items on time payment or installment plans

_____ plans for expenses

_____ always seems short of money

_____ often cannot afford what we need

_____ frequently has financial problems

_____ wants me to go to college

_____ has a lawyer

_____ uses store charge accounts

_____ uses food stamps

_____ borrows money

_____ does not plan spending

_____ usually can buy what we really need

_____ has a regular income

_____ saves regularly

_____ spends carefully

_____ agrees about money

opinionnaires

Opinionnaires reveal students' attitudes on various aspects of consumer education. An awareness of attitudes and strong feelings on the part of your students can guide you in curriculum planning and in deciding what areas require the greatest concentration in your consumer education program. For example, if the opinionnaire indicates that a large number of students feel that consumers have no real choice in the marketplace, you may want to explore the meaning of consumer choice, discuss the advantages and limitations of free choice in our economy and compare choice in our economic system with choice in other systems. If the opinionnaire indicates that many students feel powerless in their role of consumer, you might want to investigate types of consumer action, ways of handling consumer problems, methods of communicating with business and legislators and government agencies concerned with consumer well-being.

*For another use of the opinionnaire, divide the class into several groups of four or five students and give each group one of the content areas from the following opinionnaire. Instruct them to discuss each statement, revising or changing it as necessary until the entire group can either agree or disagree unanimously with the statement. Changes and revisions made to reach the unanimous decisions can be opened up to the entire class for discussion.**

The following opinionnaire, "What Do You Think?," has been subdivided into the various content areas discussed earlier in this resource manual. It can be used in its entirety or can be separated into one or more sections as an introduction to various subject matter areas. To utilize the opinionnaire most effectively, you may want to reword some statements, delete others, add a few of your own and include ideas from students. Keep in mind that there are no right or wrong answers. The opinionnaire is designed only to provide insight into the attitudes and biases of students with regard to consumer matters.

***This idea for using opinionnaires was suggested by Mrs. Lucille E. Stiles, Home Economics Department Chairman, Maine Township High School West, Des Plaines, Ill. in a talk at the first annual statewide conference on consumer education, Springfield, Ill. in 1970.**

WHAT DO YOU THINK ?

DIRECTIONS: This is not a test. Do not sign your name! It is a measure of opinions and attitudes of the class as a whole. There are no right or wrong answers and you will not be graded on your replies. Read each statement carefully. Then check the box that most accurately describes your opinion about it.

THE CONSUMER AND THE ECONOMY

Agree	Dis-agree	Do Not Know	
			Consumers have no choice in the modern marketplace.
			Our economy is controlled by government regulation.
			Business cannot serve consumer interests and make reasonable profits at the same time.
			Economic conditions affect both earning and spending of individual consumers.
			There are some economic aspects to most problems of *families,* businesses and governments.
			Each time you buy something you are increasing the demand for whatever you bought.

VALUES AND GOALS

			Values—those ideals and principles you think are most important in your life—have little to do with economics.
			The intelligent use of money is necessary to achieve important goals.
			Many people do not know what is really important to them and what they want from life.
			Vague values and goals lead to unsuitable economic choices by individuals, families, business firms and governments.
			Your spending choices are one expression of your values and goals.

OCCUPATION AND INCOME

			Most personal and social problems could be solved if enough money were available.
			Money is vitally important in personal and family living.
			The amount one earns in a lifetime depends largely on choosing the right career.
			Money is the most important thing to consider in choosing a job.
			Some type of training or preparation is required for every job.
			People with special skills and education can usually earn above-average incomes.

MANAGEMENT OF RESOURCES

Agree	Dis-agree	Do Not Know	
			The ability to manage money is necessary to get the most out of life.
			Money management requires record keeping skills.
			You don't need to manage money if you have enough of it.
			Family income should be managed by the head of the household.
			Planning the use of resources is the only way to reach important goals.
			Following a budget eliminates impulse spending.
			No two families should use the same money management plan.
			The main purpose of a budget is to save money.

ECONOMIC CHOICES

			The consumer's alternatives in the use of his money increase as his income increases.
			To make satisfying decisions about the use of money, consumers need to know what choices are available to them.
			Each time you spend money for one thing, you are giving up other things you could buy for the same amount.
			Consumer behavior makes a powerful impact on the overall economy.
			Consumers often must sacrifice one want in order to satisfy another.
			Making rational choices becomes more difficult as the numbers of products and ways of merchandising them increase.

CONSUMER INFORMATION

			One good book on money management is all anyone really needs to be a smart consumer.
			Sellers do not generally provide reliable information about their products.
			The intelligent consumer finds out all he can about goods and services before buying—particularly when making a major purchase.
			Sound consumer information on products and services is available from a variety of sources.
			It is usually difficult to get any useful information on goods and services before buying them.
			It is difficult for consumers to evaluate and use product information.

ADVERTISING, SELLING AIDS & MOTIVATORS

Agree	Dis-agree	Do Not Know	
			Advertisements can be an aid for consumers as well as sellers.
			Trading stamps, games and coupons are a good way to get something for nothing.
			High pressure selling frequently forces people to buy what they really do not need.
			Most TV commercials are interesting, informative and in good taste.
			Newspaper advertisements are particularly helpful in supplying information about sales and special low prices in local areas.
			Advertising encourages consumers to spend more than they can afford.

BUYING GOODS & SERVICES

			It is more difficult to buy services than to buy goods.
			The ability to deal effectively with misunderstandings between buyers and sellers is a basic consumer skill.
			Comparative shopping is the best way to check values and to get the best deal—particularly for major purchases.
			Careful shoppers check store policies on returns, exchanges, refunds and guarantees before buying.
			For some purchases, price is not as important as quality, reliable servicing, warranties and other characteristics of products and services.

HOUSING

			Owning a home is the least expensive way to provide housing for the family.
			Both renters and landlords have legal rights which can be enforced in courts of law.
			Borrowing money is not a good way to buy a house because you can lose the house if you fail to pay off the mortgage or loan.
			Housing needs vary with different individuals and families.
			Cultural customs may influence a family's choice of housing.

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CONSUMER CREDIT

Agree	Dis-agree	Do Not Know	
			Buying on installment credit plans almost always leads to financial disaster.
			In some cases the only way people can get things they need is by using credit.
			Paying your bills on time is the only responsibility you have to think about in using credit.
			Stores should be able to take back or repossess purchases when people do not pay for them.
			Credit should be used only as a last resort in buying goods and services and meeting family needs.
			Buying patterns can be influenced by the types of credit available to the buyer.
			An established credit rating is as good as money in the bank.
			Credit is used in some cases because it is the simplest way to pay for certain goods and services.

INSURANCE PROTECTION

			Most consumers need the same type and amount of insurance against financial risks.
			A doctor is the best person to advise you on the type of medical and health insurance to buy.
			The government should provide insurance protection for those who cannot afford it.
			Insurance needs vary for every individual and family and at different stages of life.
			People with lots of money do not need insurance.
			Every car owner should be required to carry liability insurance.

SAVINGS & INVESTMENTS

			Everyone should put at least part of his savings into stocks and corporate bonds.
			Every family should save at least 10% of its income.
			For most people, future financial security depends largely on long-term savings and investment programs.
			Inflation reduces the value of cash savings because each year money is worth less in terms of what a dollar will buy.
			With old age assistance and social security, people do not need long-range investment programs.
			Saving and investing money is only possible when you are rich.

TAXES

Agree	Dis-agree	Do Not Know	
			Tax dollars serve everyone in some way.
			The more services the government provides for citizens, the higher taxes will be.
			People who cheat on income taxes are not being fair to other tax payers.
			People who have the most money pay the most taxes.
			Taxes are the primary source of government income.
			Citizens have no control over the use of tax dollars.
			Taxes offer a way to pool resources for collective needs and wants.

CONSUMER GRIEVANCES

			Consumer dissatisfaction often is caused by expecting too much of goods and services purchased.
			Most consumer problems can be quickly resolved if the consumer complains to the right person and place.
			Consumers frequently blame manufacturers, sellers or servicemen for mistakes or errors they themselves make.
			Most consumer problems are a result of inferior products and indifferent service.
			Many consumer grievances could be avoided if consumers and business firms would communicate more fully with each other.

CONSUMER PROTECTION

			Today consumers are well protected by law and by government and private agencies set up to serve consumer interests.
			Generally, the burden of consumer protection should fall on the consumer himself.
			Consumers frequently go unprotected because they are not aware of their rights and the recourse available to them.
			Laws intended to protect consumers may work against consumer interests.
			New and stronger laws are required to provide adequate consumer protection.

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CONSUMER RIGHTS & RESPONSIBILITIES

Agree	Disagree	Do Not Know	
			For every right the consumer enjoys, there is a related responsibility he should accept.
			It is a consumer's responsibility to report unfair business practices to the proper authorities.
			Consumers, business and government share the responsibility for keeping the marketplace fair and honest.
			Consumer rights are of little interest to business or to government.
			Consumers should share in business profits.
			It is a consumer's responsibility to read labels and follow instructions for use and care of products.

THE CONSUMER & THE ENVIRONMENT

			Consumer concern and action is the most powerful way to preserve and protect the environment.
			Individuals cannot effectively work against pollution of the environment.
			All of us are guilty of abusing and misusing our natural resources.
			Lifestyles in the United States must change drastically to make our natural resources meet our needs for the future as well as the present.
			Pollution and waste are problems to be solved by technology rather than individuals who do not really understand the difficulties.

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content questionnaire

Questionnaires can help you find out what students know—and need to know—about various areas of consumer education. A broad multiple-choice questionnaire such as the following can serve as a pretest to help you determine which aspects of consumer education need the most emphasis in the curriculum. It is intended to give an overview of students' familiarity with different consumer education content areas. Questions limited to specific content areas can be used later to introduce different units. Some of the same questions can be reworded and used for testing after each unit and at the end of the course.

Select those questions most suited to the group and the content area you plan to teach. You may wish to reword some of the questions depending on the makeup of your classes. The answer key appears on page 80.

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WHAT DO YOU KNOW?

DIRECTIONS: Do not sign your name! This is not a test and you will not be graded on your answers. It is a measure of the awareness of consumer education content areas of the class as a whole. In the blank space at the left of each numbered item write the letter of the word or phrase which best completes the statement.

(Example)

a 1. Insurance operates largely on the principle of
- a. sharing economic risks
- b. eliminating financial hardships
- c. giving financial aid to the disadvantaged
- d. all of the above.

THE CONSUMER & THE ECONOMY

_____ 1. The economic principle of scarcity refers to
- a. unlimited wants and limited resources
- b. profit losses
- c. competition
- d. supply and demand.

_____ 2. Consumer activities which affect the economy include
- a. saving and investing
- b. spending
- c. borrowing
- d. all of the above.

_____ 3. In a private enterprise economy the use of productive resources is determined largely by
- a. forces of supply and demand in competitive markets
- b. government regulations
- c. business enterprises
- d. consumer action.

VALUES & GOALS

_____ 4. The values of individuals and society
- a. consciously or unconsciously determine attitudes and behavior
- b. bear no relationship to attitudes and behavior
- c. should remain the same throughout one's lifetime
- d. should be determined by personal experience only.

_____ 5. The dominant values in a society are
- a. those held by all members of the society
- b. those considered appropriate by the majority in a society
- c. those which minority groups consider most important
- d. those which minority groups reject.

_____ 6. To be most effective, personal values and goals should be
- a. clearly defined in your own mind
- b. copied from friends and family
- c. in conflict with society
- d. unchangeable in a changing world.

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OCCUPATION & INCOME

_____ 7. Money is defined primarily as
a. a medium of exchange
b. a form of security
c. a key to the good life
d. none of the above.

_____ 8. The size of an individual's income is determined primarily by
a. his or her age and sex
b. race and ethnic background
c. experience, training and education
d. appearance and manner.

_____ 9. In choosing and preparing for a job it is *least* important to consider
a. income and opportunities for success and advancement
b. job security and fringe benefits
c. what you do well and like doing
d. what your closest friends plan to do.

MANAGEMENT OF RESOURCES

_____10. The most important purpose of money management is to make it possible for you to
a. buy everything you really want
b. afford whatever your friends buy
c. get more satisfaction from your money
d. increase your income.

_____11. Discretionary income can be defined as
a. money used for fixed expenses
b. income received after payroll deductions
c. income left after deductions and meeting necessary expenses
d. income before payroll deductions.

_____12. An effective money management plan for an individual or family
a. requires periodic review and revision
b. is based primarily on income, expenses, needs, wants and goals
c. is flexible enough to deal with the unexpected
d. all of the above.

ECONOMIC CHOICES

_____13. Basically, intelligent economic choices depend on
a. considering possible alternatives
b. making accurate predictions of economic trends
c. getting advice from experts
d. saving 5% of each paycheck.

_____14. The collective economic choices of consumers
a. are regulated by government
b. make little or no impact on the overall economy
c. make a significant contribution to the success or failure of individual businesses or products
d. have no effect on the individual consumer's well-being.

_____15. For optimum personal satisfaction, each purchase should be considered in terms of
a. price alone
b. what other items you could buy for the same amount of money
c. what your friends buy
d. the brand name and the manufacturer of the product or service.

CONSUMER INFORMATION

_____16. Recommendations of specific products and brand names are generally available from
a. the federal government
b. local government agencies
c. Consumer Reports and Consumer Bulletin
d. your Better Business Bureau.

_____17. The most detailed sources of shopping information on a wide variety of products are
a. mail order catalogs
b. newspapers
c. Better Business Bureau
d. consumer magazines.

_____18. The primary purpose of comparative shopping is to help you
a. decide what to do with your income
b. find out how different products, services and stores compare with each other
c. analyze your values and goals
d. decide when to use credit.

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ADVERTISING, SELLING AIDS AND MOTIVATORS

_____19. Trading stamps are essentially
- a. a form of advertising and sales promotion
- b. a form of cash savings
- c. a deceptive practice
- d. illegal in most states.

_____20. Advertising and promotional schemes are designed primarily to
- a. force consumers to buy what they do not want
- b. increase sales
- c. mislead the public
- d. reduce prices.

_____21. Advertising revenues pay for a large share of the costs of
- a. education—schools, learning materials, teacher salaries
- b. communications—television, radio, newspapers and magazines
- c. government operations at local and state levels
- d. entertainment—theater, movies, athletic events.

BUYING GOODS & SERVICES

_____22. It is a sound buying practice to buy only
- a. when prices are reduced by 30% or more
- b. when you can get top quality goods and services
- c. when you can afford the extra costs and upkeep related to your purchases
- d. when goods and services have been recommended by personal acquaintances who have used them.

_____23. The following information on a label which would be most helpful is
- a. 100% cotton, machine wash, tumble dry, no-iron
- b. lifetime guarantee
- c. this new fabric designed for longer wear and less care
- d. this is a product of "Acme" manufacturing.

_____24. Buying services requires more care than buying goods because
- a. services are more important than goods
- b. you cannot inspect services before buying
- c. you cannot trust people who sell services
- d. services take a larger share of income than goods.

HOUSING

_____25. The way a family meets its housing needs depends on
- a. size and makeup of the family
- b. personal preferences
- c. income and obligations
- d. all of the above.

_____26. A lease is a legal document which
- a. states rights and responsibilities of the tenant and the landlord
- b. can be changed or dissolved at any time by request of either tenant or landlord
- c. must be signed before you can rent any type of housing
- d. cannot be broken under any circumstances.

_____27. The amount an individual or family spends on housing should be
- a. no more than 20% of income
- b. the largest single expense in the budget
- c. determined by size of income and the importance placed on housing
- d. less than the amount spent on food.

CONSUMER CREDIT

_____28. The most important information credit grantors or retailers want to know before granting you credit is
- a. how much money you earn and how you paid bills in the past
- b. who you know
- c. where you live
- d. whether or not you went to college.

_____29. Consumer credit is a financial tool which
a. limits spending to the amount of cash you have on hand
b. lets you buy or borrow now and pay later
c. increases the amount you have to spend
d. encourages saving and investing your money.

_____30. If you buy a major item such as a color TV on the installment or time payment plan you usually
a. pay the same finance charge no matter where you buy
b. pay no finance charge if you make your monthly payments on time
c. sign a contract and make equal monthly payments for a set period of time
d. get better service on your TV set than if you pay cash.

_____31. The consumer's primary responsibility in using credit is
a. borrowing or buying on time only as much as he can comfortably pay for out of future income
b. paying as much on his debts as he can possibly afford every month
c. understanding the formulas used to figure the true annual interest rates
d. limiting the use of credit to emergency needs.

INSURANCE NEEDS

_____32. Collision insurance pays for damage to
a. the insured's car in the event of accident or upset
b. the insured's car and that of others involved in an accident with his car
c. only the car belonging to someone else when involved in an accident with the insured's car
d. the car and medical expenses of someone else when involved in an accident with the insured's car.

_____33. An insurance program for an individual and family should
a. be tailored to specific needs
b. be based on a formula for income and number of dependents
c. provide protection against all financial risks, no matter how small
d. provide protection only against major financial disasters.

_____34. Term life insurance usually
a. offers a large amount of protection for a limited period of time at a relatively low cost
b. builds up a sizable cash value
c. provides lifetime protection
d. combines protection with savings at relatively high cost.

_____35. A deductible clause in an insurance policy refers to
a. that part of the premium that can be claimed as a tax deduction
b. the amount the insured can deduct from his premium if no claims are made in a given year
c. the part of covered expenses that the insured must pay before insurance benefits begin
d. the part of covered expenses that will be paid by the insurance company.

_____36. Social Security is a compulsory government insurance program which pays benefits to
a. all citizens who reach a certain age—usually 62 or 65
b. government employees who are injured on the job
c. insured workers who reach a certain age and family members who survive a qualified worker
d. all families with children under five years of age.

SAVINGS & INVESTMENTS

_____37. The most important things to consider for an emergency savings fund are
a. safety and a high rate of return
b. a high rate of return and availability of funds if needed quickly
c. safety and availability of funds if needed quickly
d. a hedge against inflation.

_____38. Stocks and bonds differ in that
a. stocks represent ownership in a corporation while bonds represent a loan to the issuer of the bond
b. the stockholder's investment is safer than the bondholder's investment if the company goes broke
c. stock dividends are normally greater than interest on bonds
d. stock prices normally are less flexible than bond prices.

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_____39. In periods of inflation, cash savings
a. increase in purchasing power
b. decrease in purchasing power
c. stay the same
d. none of the above.

TAXES

_____40. The three largest expenditures of the federal government are
a. agriculture, defense, and health and welfare
b. defense, health and welfare, and education
c. defense, health and welfare, and interest on the national debt
d. defense, international affairs and government operations.

_____41. The largest single source of federal revenue is
a. individual income tax
b. corporate income tax
c. sales tax
d. social insurance.

_____42. Income tax returns must be filed by
a. everyone between ages 21 and 65
b. everyone who owns property
c. everyone with a gross income over a certain amount in a given year
d. everyone who is employed.

CONSUMER GRIEVANCES

_____43. Consumer grievances can best be handled by
a. promptly reporting all pertinent information to the appropriate person and place
b. never returning to a store where you have had a misunderstanding or some trouble
c. insisting on perfection in the goods and services you buy
d. taking immediate legal action whenever you are dissatisfied.

_____44. Consumer problems may be a result of
a. misuse of a product
b. an inferior or faulty product
c. a misunderstanding between the buyer and seller
d. all of the above.

_____45. Consumer problems cannot be resolved if
a. the consumer and the seller do not communicate
b. a product is faulty
c. the consumer gets mad
d. the consumer does not have a lawyer.

CONSUMER PROTECTION

_____46. Government agencies that protect the consumer are
a. Better Business Bureaus, Chambers of Commerce and similar associations
b. local, state and national consumer organizations
c. manufacturers and retailers
d. Federal Trade Commission and Food and Drug Administration.

_____47. Consumer protection by law covers all of the following except
a. deception in advertising, labeling and selling
b. safety hazards
c. consumer errors in selection, use and care of products
d. illegal and fraudulent business practices.

_____48. Detailed information on pending consumer legislation is readily available through
a. your local post office
b. any government book store or the Superintendent of Documents
c. your congressman, senator or the Congressional Report
d. your local library.

CONSUMER RIGHTS AND RESPONSIBILITIES

_____49. A responsible consumer will normally
a. leave consumer legislation and action to the experts
b. suffer in silence rather than complain when dissatisfied
c. recognize that his individual effort can make little or no impact in the marketplace
d. do whatever he can to protect his own rights and improve the consumer's position in the marketplace.

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_____50. The consumer's right to safety involves all of the following *except*

a. the manufacturers' and retailers' responsibility to provide adequate, easy-to-read use and care instructions and safety precautions where needed together with the consumer's responsibility to use them

b. the removal from the marketplace of all hazardous substances and products frequently involved in consumer accidents or injuries

c. a willingness on the part of consumers and businesses to pay the cost of built-in product safety

d. thorough testing of products prior to marketing to insure safety and performance.

THE CONSUMER AND THE ENVIRONMENT

_____51. Adequate pollution control would require

a. abolishing the use of pesticides and other unnatural products

b. curtailment of all industrial activity

c. a willingness on the part of consumers, industry and government to pay the cost of recycling and proper waste disposal

d. prohibition of all glass, plastic and metal containers by 1978.

_____52. Preserving the environment for our own and future generations involves

a. returning to a primitive existence

b. modification of lifestyles and goals in economically advanced nations

c. an increase in productive capacity in all nations

d. immediate and extreme action on the part of all individuals and all segments of the economy in the United States and all other nations.

ANSWER KEY TO "WHAT DO YOU KNOW?"

1. a	14. c	27. c	40. c
2. d	15. b	28. a	41. a
3. a	16. c	29. b	42. c
4. a	17. a	30. c	43. a
5. b	18. b	31. a	44. d
6. a	19. a	32. a	45. a
7. a	20. b	33. a	46. d
8. c	21. b	34. a	47. c
9. d	22. c	35. c	48. c
10. c	23. a	36. c	49. d
11. c	24. b	37. c	50. b
12. d	25. d	38. a	51. c
13. a	26. a	39. b	52. b

consumer behavior questionnaire

Just as a content questionnaire can help you determine what students know and need to know about consumer education, so can the same techniques help you discover how they handle consumer matters in everyday life. How would you characterize your students' consumer behavior? What behavior changes are desirable and how can you bring them about?

The following consumer behavior questionnaire, "What Do You Do?," is designed to give you some insight into how your students act as consumers. With this information you can make consumer education more meaningful and practical by building on the experiences and practices of your students.

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WHAT DO YOU DO ?

DIRECTIONS: Do not sign your name! This is not a test. You will not be graded on your replies. Read each question carefully; then check the box that you believe answers the question correctly in terms of your own consumer behavior.

Yes	No	Occasionally	
			1. Do you plan purchases before shopping?
			2. Do you follow some type of spending plan?
			3. Do you ever give serious thought to values and goals—to what is truly important to you and what you hope to achieve and obtain?
			4. Do you ever write down goals for spending?
			5. Do you normally compare prices and quality of goods and services in several places before buying, particularly when buying major purchases?
			6. Do you consider how your consumer decisions affect the supply and demand for specific goods and services?
			7. Do you inspect goods carefully before buying?
			8. Do you ask questions and—when appropriate—get written guarantees on goods and services before buying?
			9. Do you consider how an item will be used when deciding what quality to buy?
			10. Do you know which features are—and are not—important to you in different products?
			11. Do you read labels and hangtags before buying?
			12. Do you keep labels and hangtags handy after buying for information on use and care?
			13. Do you follow directions for use and care of products?
			14. Do you decide approximately what you can pay for a specific item before shopping?
			15. Do you know where, when and how to call for necessary servicing and repair of the products you buy?
			16. Do you gather reliable information on goods and services to help you decide what and when to buy?
			17. Do you make an effort to get along with salespeople?
			18. Do you make necessary returns and exchanges promptly?

Yes	No	Occasionally	
			19. Do you check a store's policy on returns and exchanges before you buy?
			20. Do you make a conscious effort to separate information from persuasion in advertising?
			21. Do you keep up with new developments in products, services, selling methods, etc.?
			22. Do you keep up with consumer interests, activities and legislation?
			23. Do you find out how much you will pay before you use credit?
			24. Do you know the responsibilities involved in using credit?
			25. Do you read contracts carefully before signing?
			26. Do you complain effectively and constructively when necessary?
			27. Do you know how to file a tax return?
			28. Do you know where to find information on goods and services before you buy?
			29. Do you have any type of savings program?
			30. Do you normally balance your income and your spending?
			31. Do you cooperate with your family in managing family income?
			32. Do you know what government agencies and private organizations aid consumers?
			33. Do you postpone purchases until sale prices are in effect whenever possible?
			34. Do you know how utility bills are computed for a home? (Gas, electricity, water, telephone, etc.)
			35. Do you know the legal responsibilities of automobile owners and drivers?
			36. Do you know the approximate cost of items you buy frequently?

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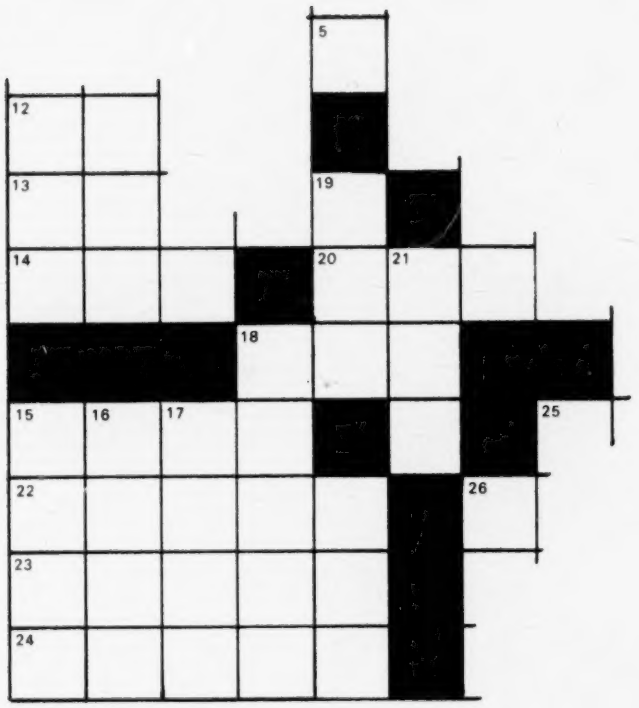

words to know

Effective teaching-learning situations begin with a common language to facilitate communication. One way to discover how much students know about a topic before studying it is to check their understanding of key words and phrases. While this can be accomplished in a number of ways, the following suggestions have been successful in various classroom situations:

- Keep dictionaries in the classroom and encourage students to look up new and unfamiliar words and phrases as they come up in discussion, reading or special projects.
- Use word association games, asking students to write down the first word that comes to mind in connection with a specific consumer word or term. Then let students compare their associations with the different words and terms. Follow up with a definition and discussion of the real meaning of different terms.
- Work up crossword puzzles, using key terms and phrases related to consumer education and personal economics.
- Use new words in sentences that will reveal their meaning.
- Write a consumer glossary containing key words and phrases for different content areas in consumer education.
- Divide the class into small groups, each to be responsible for defining and using the key words and phrases from specific content areas.

You may want to concentrate on those words from the "Glossary of Consumer Terms" beginning on page 88, which your students will need to understand as they work toward the goal of becoming competent consumers and informed citizens.

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bibliography and suggested readings for better understanding

The following reference materials were used in researching and developing "Consumer Education in an Age of Adaptation." They are categorized according to general references, development and use of educational objectives, and differences in cultural backgrounds, age levels, ability levels and socioeconomic backgrounds to help you locate those publications and sources of information which meet your special interests and needs.

84

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APPENDIX TO CONSUMER EDUCATION
IN AN AGE OF ADAPTATION

glossary of consumer terms

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ABSTRACT OF TITLE—a legal document which describes the past ownership of property showing the history of all transactions which affect title or ownership—a condensed history of the title or ownership of land.

ACCELERATION CLAUSE—a provision granting a creditor the right to demand advance payment under certain circumstances such as a failure to make a payment; sometimes also used to refer to a provision in a credit contract granting a debtor the right to pay all or part of a debt in advance.

ACCOUNTANT—a person trained in the field of accounting—if licensed, called a certified public accountant (CPA).

ADVERTISEMENT—a paid public announcement offering goods, services and ideas for sale.

ALIMONY—set payments made to a marriage partner after divorce or separation agreement.

AMORTIZATION—scheduled, gradual reduction of debt through periodic payments of interest and principal combined.

ANNUAL PERCENTAGE RATE—the actual rate of interest or finance charge figured on a yearly basis.

ANNUITY—contract calling for payment of a fixed sum for a given period of time or for life.

ANTI-TRUST—the laws and legal actions designed to ensure fair trade and competition and to prevent monopolies in trade.

APPLICATION FORM—a form requesting specific written information from persons applying for credit, a job, an apartment, etc.

APPRAISAL—the evaluation of the worth of something; frequently used in connection with insurance claims, taxable value of property and sale of real estate.

ARBITRATION—a method of settling disputes outside of court in which the parties involved agree to accept the decision of a third party.

AS IS—a term meaning that merchandise is to be sold in its present condition regardless of defects, flaws or imperfections.

ASSESS—to fix the value of something for tax purposes.

ASSETS—possessions of value, usually measurable in terms of dollars.

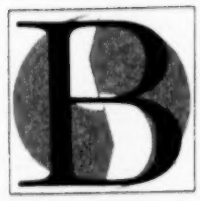
ASSIGN—to transfer property, real estate, securities, possessions or rights to another person(s).

ATTACHMENT—an authorization to temporarily seize and hold property of a defendant involved in legal action, in order to satisfy any judgment against the defendant in favor of a creditor or plaintiff.

ATTORNEY—person trained, qualified and admitted to the practice of law (licensed to practice law). Legal agent qualified to act for clients in legal proceedings.

ATTORNEY GENERAL—head of the Department of Justice in the U.S. or chief law officer of each state. He or the Assistant Attorney General represents the government in legal matters.

AUTOMATION—use of machines to increase efficiency and to reduce or eliminate certain types of human labor.



BAILMENT—an express or implied contract arising when property is entrusted by the owner to another for a specific purpose such as repairs, cleaning or servicing.

BAIT AND SWITCH—a deceptive scheme by which a product is advertised at an attractive price, but the customer is denied the opportunity to buy the advertised item and is instead switched to higher-priced merchandise by various unfair practices generally characterized as "nailing the advertised product to the floor."

BALANCE—an amount remaining due on an account or debt; also the difference between deposits and withdrawals in an account.

BALANCE OF PAYMENTS—a statement of total financial transactions of one country with other nations for a specific period of time—usually a year.

BALANCE SHEET—an itemized statement showing assets, liabilities and net worth on a given date.

BALLOON CLAUSE—a provision in an installment contract allowing the final payment to be significantly larger than the monthly payments.

BANKRUPT—a person who has committed an act of bankruptcy; one who is not able to meet his financial obligations; technically, one who has been declared bankrupt by the court and whose assets are assigned and distributed to creditors.

BANKRUPTCY—a legal proceeding for the purpose of having a person or company adjudged bankrupt or unable to pay obligations and to have the estate or assets divided among creditors.

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BENEFICIARY—the person named in a life insurance policy to receive benefits or proceeds when they become payable; a person designated to receive property under the terms of a will.

BETTER BUSINESS BUREAU—a not-for-profit organization maintained by business which provides information concerning companies selling goods and services and offers a no-charge procedure for processing complaints. Develops educational programs for consumers and reviews advertising on the basis of established standards and government regulations.

BILL—a list of charges or costs for goods or services presented by the person or firm providing the goods or services to the person paying for them; also, a bill is the term used to describe a proposed law which has been introduced in a legislative body but has not yet been either rejected or passed.

BILL OF SALE—written evidence of the transfer of goods or services from seller to buyer.

BOND—certificate or evidence of debt issued by corporations and governments involving a promise to pay a certain amount of money on a specific date and interest at a stated rate.

BONDED—secured or protected by a pledge of property.

BRAND NAME—identifying mark or design designating a manufacturer, seller, quality or other characteristic of a product.

BROKER—dealer or agent who, for a commission or fee, brings parties together and assists in negotiating business between them—refers largely to transactions in securities, insurance and real estate.

BUDGET—a plan for the use of money based on goals and expected income and expenditures.

BUSINESS CYCLE—an expansion and contraction of the economy and business activities at periodic intervals.

BUY—to acquire by paying a price; to purchase.

BUYER—a consumer; one who buys.

BUYING POWER—the capacity to buy as measured by income. **Buying power of the dollar** is the relative amount that can be purchased with a dollar at a given period as compared with some established base period.

CAPACITY—the ability to meet financial obligations.

CAPITAL—assets in the form of cash and securities or property and equipment which can be converted to cash or something else of value.

CAPITAL GAIN—a gain resulting from the sale or exchange of capital assets at a price higher than that originally paid for the assets.

CAPITAL GOODS—the tools, equipment and machinery used to produce goods or to provide services.

CAPITALISM—an economic system in which the means of production are privately owned and controlled and which is characterized by competition and the profit motive.

CARRYING CHARGE—an amount other than interest, added to the cash price of goods sold on credit under an installment contract. (The Truth in Lending Law requires the stated finance charge to include all charges involved in using credit.)

CASH AND CARRY—a business policy requiring customers to pay cash for purchases and take them personally, rather than have them charged and/or delivered.

CASH RESERVES—liquid assets set aside for emergencies.

CASH SALE—cash is paid at the time of purchase—no credit, charges, or C.O.D.

CASH SURRENDER VALUE—the amount available in case a life insurance policy is voluntarily cancelled or surrendered before it becomes payable by death or at maturity. The amount is stated in the policy.

CATALOG—a listing and description of products and services for sale by retail stores or mail order houses.

CAVEAT EMPTOR—let the buyer beware. *(Latin)*

CAVEAT VENDITOR—let the seller beware. *(Latin)*

CEASE AND DESIST ORDER—court or official agency order calling for an immediate stop to some activity or practice.

CERTIFICATE OF DEPOSIT—receipt issued by a bank for the deposit of funds, promising to pay the amount deposited plus specified interest on or after a certain date. Depending upon the terms of the certificate, it may be either negotiable or non-negotiable. The amount of the certificate is not required to be paid prior to the specified date.

CERTIFIED CHECK—a check for which the bank on which it is drawn guarantees funds have been set aside to make payment. (Required as a form of payment for certain types of transactions.)

CHAMBER OF COMMERCE—association of business and professional men and firms, organized to promote legitimate business interests and trade.

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CHARGE ACCOUNT—arrangement between seller and customer permitting the customer to buy goods and services now and pay for them later according to an agreed upon method of payment.

CHATTEL—any personal property other than real estate.

CHATTEL MORTGAGE—a loan secured by personal property or goods and chattels.

CHECK—an order to a bank, drawn upon a deposit of funds in that bank, to pay a specified amount of money to a named person or his order upon demand.

CHECKBOOK—a pad of blank checks used by a depositor to draw checks on his account.

CHECKING ACCOUNT—a type of bank account which permits a depositor to draw (write) checks against the balance in his account.

CHOICE—the selection of one of several alternatives.

CLAIM—a demand made to assert a legal right, such as a claim made by an insured person to an insurance company for settlement under terms of an insurance policy.

CLASS ACTION—a legal procedure in which an individual or group of individuals can sue a company or organization for a specific claim on their own behalf and on behalf of all who have a common interest in the claim.

CLEARANCE—a sale for the purpose of clearing out certain merchandise, usually end-of-season, out-of-season, or discontinued. When properly used, the term applies to merchandise reduced in price to clear.

CLERK—a somewhat archaic term for a salesperson in a retail outlet.

CLIP JOINT—a slang expression for a dishonest business place.

CLOSE OUT—discontinued merchandise which is being disposed of in special selling. When properly used, the term applies to the seller's entire remaining stock of the discontinued item which is permanently reduced in price until sold out.

CLOSING DATE—day as of which all credits, charges and adjustments are computed on a credit account for billing purposes. In real estate transactions, the day on which the parties meet to deliver the deed and transfer the money agreed to be paid.

C.O.D.—cash on delivery—payment is made when the merchandise is delivered.

CODE DATING—the numbers and letters on foods and perishable items indicating either the date manufactured or date after which the quality may suffer and the product should not be sold.

COLLATERAL—something of value pledged as security for a loan.

COLLECTIVE BARGAINING—the negotiation between organized workers and employers with the aim of agreeing on wages, fringe benefits and working conditions.

CO-MAKER (CO-SIGNER)—a person who signs a note along with a borrower thereby agreeing to pay the obligation if the borrower fails to do so. Co-maker's responsibilities vary with individual state laws.

COMMERCIAL—generally refers to the buying and selling of goods and services; also a paid advertising announcement on radio or television.

COMMISSION—the money paid to an agent or salesman based on the value of his sales.

COMMODITY—any salable item in commerce or trade such as goods, merchandise, products.

COMMON STOCK—a share in ownership of a corporation.

COMPANY—association of persons who have come together with capital, skills and time to perform some commercial action such as production, distribution, selling, promoting, etc.

COMPARISON SHOPPING—looking at different brands and models of the same or similar products in several stores to compare prices, quality, features and store services before buying.

COMPETITION—continuing struggle among business firms to gain a larger share of a given market or other advantages.

COMPOUND INTEREST—calculated prior to a designated date or dates (e.g. quarterly or semi-annually, etc.) to form a new base after each calculation.

CONDITIONAL SALES CONTRACT—an agreement sometimes used for installment sales under which the seller retains title to goods until the buyer has completed payment for them.

CONDOMINIUM—a form of home ownership in which an individual owns his own unit and shares ownership and expenses of maintaining common areas such as halls, stairs, lobby, equipment and grounds.

CONFESSION OF JUDGMENT—a statement acknowledging the existence of a debt, given by debtor to creditor, which, when filed in court, permits the creditor to obtain a judgment against the debtor without notice to the debtor. (Illegal in some states.)

CONSOLIDATE—to bring together several debts or obligations under one contract.

CONSUMER—one who uses goods and services; buyer of goods and services.

CONSUMER CREDIT—an extension of credit to consumers or individuals for personal or family needs.

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CONSUMER PRICE INDEX—the measure of the cost of living as tabulated by U.S. Bureau of Labor Statistics based on a hypothetical standard of living consisting of the actual retail prices of a wide variety of consumer goods and services at a given time and compared to a base period which is changed from time to time.

CONSUMER PROTECTION—a type of aid and protection related to consumer interests provided by law, by government agencies or by private individuals or organizations.

CONTINGENCY—an event that may occur but which is not likely or intended.

CONTRACT—a legally binding agreement between two or more persons which creates, modifies or cancels some legal relationship.

COOLING OFF PERIOD—an amount of time provided by law for consumers to cancel a purchase of goods and services from a door-to-door seller. (Required by law in some states and also under consideration as an FTC trade regulation rule.)

COOPERATIVE—any enterprise created and owned jointly by its members, operated for their mutual benefit, with a sharing of profits, if any, among the total membership. Consumer cooperatives are formed largely for the purpose of purchasing goods and services at favorable prices; housing cooperatives are formed to provide housing for members; farmer cooperatives are formed to market produce jointly.

CORPORATION—a legal entity created under law which may enter into agreements, carry on business activities, perform a variety of functions and be subject to legal action and law suits. Legal action against a corporation may not be extended into the private interests of its officers, directors or shareholders.

COST OF LIVING—the amount of money needed to buy goods and services required to maintain a certain standard of living.

COUPON—interest and dividend certificates which are written contracts for payment of a specified amount on a given date; also certificates entitling the holder to a refund or discount of a certain amount on the purchase of a specified item.

COVERAGE—an insurance term meaning either the dollar amount of money protection provided or the hazards against which the protection is given.

CREDIT WORTHINESS—an amount loaned to a debtor or owed to a creditor.

CREDIT BUREAU—an organization which collects and keeps files of information on credit practices of individual consumers and makes information available to subscribing credit grantors and other businesses for confidential use, usually in making credit available to consumers. (Bureaus are now required by law to make information available to the consumer concerning his own credit record.)

CREDIT CARD—an identifying card entitling the holder to charge goods and services and/or to borrow money.

CREDIT INSURANCE—a form of insurance which pays what is owed if the debtor should die or become disabled prior to fulfilling the contract.

CREDITOR—an individual or business that makes credit available by lending money or selling goods and services on credit.

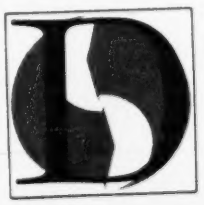
CREDIT RATING—a creditor's evaluation of a debtor's (or prospective debtor's) willingness and ability to pay his debts as judged by past performance.

CREDIT UNION—a cooperative association made up of members who share some common bond such as employees of the same company. Designed primarily to provide a way for members to save and/or borrow money.

CURRENCY—any freely circulating and widely accepted medium of exchange; the official money of a country.

CUSTOMER—one who buys or does business with a particular store or firm; person who makes a purchase.

CUSTOM-MADE—something made to the individual order of a customer or to fit particular specifications set by the customer.



DEALER—one who buys products from a manufacturer or wholesaler for resale to the final user.

DEBENTURE—usually an unsecured promise to pay issued by a company or corporation.

DEBT—something owed (usually money) by one person to another.

DEBT ADJUSTER—a person or organization that takes a large portion of a debtor's income and divides it among his creditors according to terms of an agreement between adjuster, creditors and debtor. Debt adjusters may provide this service free or charge a fee, depending on the organization and state laws.

DEBTOR—a person who owes money or assets.

DEDUCTIBLE CLAUSE—a clause in some insurance policies requiring the insured to pay the first part of each loss up to a stated amount.

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DEDUCTION—an amount taken away or subtracted—frequently used in connection with income tax.

DEED—a written document transferring title of real property from one person to another.

DEFAULT—failure to meet the terms of an agreement—usually referring to failure to make payment on debt according to terms set up in the contract. Also refers to a judgment entered by a court in favor of the plaintiff when the defendant fails to appear at the appointed court date.

DEFECT—imperfection or flaw in a product.

DEFICIENCY—shortage, particularly in connection with amount of money or other assets available to pay off a debt.

DEFICIENCY JUDGMENT—a judgment for that part of a debt secured by a mortgage but not realized from the sale of mortgaged property; an amount a debtor still owes a creditor after the disposition of mortgaged property.

DEFLATION—decline in price level of goods and services—with resulting increase in purchasing power of the dollar.

DEFRAUD—to cheat by deceptive means.

DELINQUENT—a failure to meet some obligation—particularly failure to pay a debt.

DEMAND—from consumer point of view, the need or desire for goods and services plus the willingness and ability to pay for them; in economics, the total quantity of goods and services buyers are willing and able to buy at various prices at a given time; in finance, the request for payment of a debt or obligation.

DEPENDENT—legally, one whose main financial support comes from another.

DEPOSIT—the amount of money given in partial payment for merchandise to reserve it until full payment is made; also money or property put in custody of another such as in a bank for safekeeping or investment or as a pledge as security on a debt. **Demand deposit**—one which may be withdrawn at any time by the depositor without prior notice to the bank. **Time deposit**—one for which notice must be given prior to withdrawal or it must remain on deposit for a set period of time.

DEPOSIT SLIP—a printed form which provides a record of money or checks deposited in an account.

DEPRECIATION—a decrease in the value of an item over a period of time due to age, wear and use—applies particularly in valuing personal or real property for tax purposes or insurance claims.

DEPRESSION—severe decline in business activity frequently accompanied by high unemployment, low production, curtailed consumer buying, restricted credit, etc.

DEVALUATION—decrease in the value of a unit of money as related to gold, foreign currency, or other accepted standard.

DIRECT SELLING—a method of selling merchandise directly in the customer's home rather than at a place of business maintained by the seller—refers largely to door-to-door selling and direct mail selling.

DISCLAIMER—a denial of responsibility for a claim, right or interest.

DISCOUNT—the amount deducted from an amount due; reduction from usual price of an item or service.

DISCRETIONARY INCOME—the income remaining after payroll deductions and meeting fixed and necessary expenses.

DISPOSABLE INCOME—the income received after payroll deductions for social security, taxes, etc.; after-tax income.

DIVIDEND—the amount of money paid out of earnings or proceeds from the sale of property which is divided among shareholders or creditors—usually it represents a share of profits paid in proportion to the share of ownership.

DOCUMENT—in its legal sense, a written instrument containing facts, records, figures and information which may be used as proof or evidence.

DOMESTIC—generally refers to anything manufactured or originating in the country where it is retailed, as opposed to imported goods from other countries.

DOUBLE INDEMNITY—a provision in an insurance policy to pay double the agreed-upon amount for losses under certain circumstances such as accidental death.

DOWN PAYMENT—the cash payment made on a credit purchase before the credit balance is figured.

DUE DATE—the day on which a debt, bill or obligation becomes payable.

DUN—to make frequent and insistent demands on a debtor for payment of a debt.

DURABLE GOODS—products with lasting value such as home appliances and furniture, autos, etc. as opposed to items consumed in a single use such as food and utilities, or, over a short period of time such as household supplies and clothing.

EARNING POWER—the capacity to earn money through work or investments.

ECOLOGY—a study of the environment and related organisms and life.

ECONOMIC INDICATOR—measurement of some economic activity which is useful in evaluating the state of the overall economy.

ECONOMIC SYSTEM—the method by which a society deals with the economic problems of production, distribution and consumption of goods and services.

ECONOMICS—the study of how men and society choose to employ scarce productive resources to produce goods and services and distribute them among various people and groups.

EMPLOYMENT AGENCY—an organization set up primarily to bring persons seeking employment together with companies or organizations seeking employees.

ENDORSE—to write one's signature on the back of a negotiable instrument in order to transfer it to another.

ENDORSEMENT—a signature required on the back of a negotiable instrument to transfer it to another person or institution.

E.O.M.—end of month.

EQUITY—the degree or amount of ownership in property.

ESTATE—the total property and other assets a person owns.

ESTATE TAX—a tax levied against the estate of a deceased person.

EVICTION—the dispossession from property; forceful removal from one's residence.

EXCHANGE—to return a purchase for other merchandise of the same value as opposed to returning something for a cash refund.

EXCISE TAX—generally, any selective tax levied against the manufacture, consumption or sale of a product or service. Commonly used to refer to selective taxes from time to time imposed by the Federal Government on the manufacture of products (e.g. automobiles) or the sale of certain items or services (e.g. excise tax formerly applied to the sale of jewelry).

EXPENDITURE—the outlay of money; the spending of money for goods and services.

EXPENSE—any cost or charge involved in maintaining one's living.

EXPIRATION—the end of a specified time period or day on which something becomes ineffective.

EXPORT—to send merchandise or goods out of the country in which they originate.

EXPRESS—a definite, explicit statement not left to inference; opposite of implied; refers frequently to guarantees and warranties.

EXTENSION—agreement between debtor and creditor, permitting a delay in the payment of a debt after its original due date.

FACE AMOUNT—the amount of money stated on the face of an instrument.

FAIR TRADE PRICE—(also called resale price maintenance)—a minimum or fixed price set by a manufacturer or distributor for the resale of a product to the consumer by the retailer under a state law permitting such a practice. Federal law permits states to determine if they want to establish fair trade laws. If a state does not enact such a law, agreements between manufacturer or distributor and the retailer as to the price to be charged the consumer is illegal price fixing under the Federal Anti-Trust Laws.

FALSE ADVERTISING—any advertising which is misleading in a material respect, including not only false representation as to the benefits or results of using the commodity advertised, or as to its contents, but also the failure to reveal any consequences which are likely to follow from its use.

FEE—a price paid for services rendered, particularly by professional persons, or for admission to an event or meeting.

FELONY—a serious crime punished by a sentence in a state prison, as distinguished from a misdemeanor which involves a lesser penalty.

FINANCE—the science of dealing with money and credit; also to provide credit to a business or individual or to obtain credit for purchases or working capital for business.

FINANCE CHARGE—the total amount a purchaser must pay for the use of credit—includes **all** charges.

FINANCE COMPANY—a company in the business of making loans to businesses or individuals.

FINANCIAL STATEMENT—authorized statement of the financial condition of a business organization—usually referring to assets and liabilities and income and expenses.

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FINE—a penalty imposed by law and requiring payment of money.

FIRSTHAND—an item obtained from original owner or from the producer without going through a distributor or middleman.

FIXED INCOME—income which is fixed in amount, neither decreasing or increasing for a long period of time or permanently.

FLEECE—to unfairly take property or money from an innocent and unsuspecting victim (literally, to shear a lamb).

FORECLOSE—to bring legal action against a debtor who has failed to pay his debt according to the terms of a contract, and requiring the debtor to forfeit whatever security he has posted.

FOREIGN—generally refers to other countries but may also refer to other states or to other places.

FORFEIT—to lose as a penalty for failing to perform some specific act, or to lose as punishment for failing to pay a debt as in a foreclosure.

FORGERY—the crime of falsifying a signature or other item for purposes of fraud on a written instrument such as a check or a credit sales receipt.

FORM LETTER—a standardized form used to answer inquiries or to make announcements.

FRAUD—a deceitful and illegal practice used to deprive a person of his rights or property. According to law, elements in fraud are false representation, concealment of facts, knowledge of deceit, or gross carelessness and deliberate intent to mislead.

FRINGE BENEFIT—any of a variety of indirect, non-cash benefits provided to employees by employers.

GAIN—an increase in cash, possessions or other resources —usually measured at the end of a period of time such as "annual gain."

GARNISHEE—a person against whom a garnishment has been filed.

GARNISHMENT—a court order presented by a creditor to a debtor's employer requiring that part of a debtor's wages be paid to a creditor because payments on a debt are overdue. (Illegal in some states.)

GENTLEMEN'S AGREEMENT —an informal agreement usually unwritten and based on honor.

GOODS—movable personal property not including livestock or such intangibles as leases; any manufactured items, merchandise or commodities bought and sold in the marketplace; tangible items which are useful in satisfying human wants; types of goods include **durables** which are goods with lasting value, **non-durables** which are products with relatively short useful life, and **semi-durables** with a useful life somewhere in between durables and non-durables.

GOODWILL—the benefits and patronage a business enjoys as a result of a fine reputation and fair treatment of customers.

GRADE—a classification and rating of commodities and merchandise according to specific characteristics such as size, quality, uniformity, etc.

GRATUITY—a tip or amount of money given for service as in a restaurant, taxi, beauty shop and others rendering service.

GRIEVANCE—complaint arising out of dissatisfaction with service, merchandise, etc.

GROSS—a quantity of 12 dozen or 144; a gain or loss after subtracting costs from gross; or entire and whole, without deductions or allowances as in gross income.

GROSS INCOME—the total income before any deductions.

GROSS NATIONAL PRODUCT (G.N.P.)—the total market value of all goods and services produced by the nation's economy—including the total purchases of goods and services by private consumers and government, gross private domestic capital investment and net foreign investment—measured normally on the basis of one year.

GUARANTEE—a statement given the purchaser by the seller at the time of sale which recites certain quality or performance characteristics of the product and promises certain remedial action (repair, replacement, refund, etc.) if the product fails to meet the standard of quality or performance for a specified period of time.

HAZARD—in insurance, the dangers or risks surrounding any person or item covered by insurance; policies usually define the risks or hazards against which the insured is protected and the hazards which are not covered.

HEAD OF FAMILY—any person who maintains a family unit and accepts the financial responsibility for at least one other person in his household—usually a father but may also be a woman with children, a single person supporting parents or other individual maintaining another person in his or her home.

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HIGH PRESSURE—usually refers to selling techniques of intense, strong, persuasive nature which are difficult for customers to withstand.

HOLDER IN DUE COURSE—a person who has accepted a negotiable instrument (check or note) in good faith. *(Subject of controversy because holders of negotiable instruments or credit contracts are not held responsible by law for goods or services sold under the contract. As a result, the consumer or buyer has no recourse to the holder if goods or services prove to be defective and unsatisfactory.)*

HOMESTEAD—generally the house and adjoining land and buildings belonging to a homeowner.

HOUSEHOLD—generally a family living together or the place they live, be it a house or apartment; according to the Bureau of the Census, the person or persons who occupy a single house, apartment, room or other dwelling unit.

ILLEGAL—unlawful; against the law.

ILLICIT—not allowed by law or custom.

IMPLIED—something which may be inferred or reasonably expected as a result of actions or circumstances such as the sale of an item—while not expressed or written, the very offering of an item for sale is an implication that it is salable merchandise and that it is fit for the purpose for which it is intended.

IMPORT—to bring goods in from another country—also the item brought in.

IMPULSE BUYING—generally, unplanned consumer purchases or "spur of the moment" buying of merchandise on display or on sale.

INCOME—generally money received from one's business, labor or investments.

INDEMNITY—protection from loss or damage.

INDICTMENT—accusation presented by a grand jury to a court.

INDUSTRY—non-agricultural and non-distributive business activity including manufacturing, processing and mining; also any group of companies engaged in the same type of operation or involved with the same products such as the food industry, textile industry, etc.

INFLATION—an increase in prices or decrease in the value of money resulting from an increase in the amount of money in circulation relative to the amount of goods and services available.

INJUNCTION—a judicial process requiring the person or organization to whom it is issued to do or refrain from doing a particular act.

INSOLVENT—one who is unable to pay debts and obligations.

INSTALLATION—act of putting something in place as to install an appliance such as a washing machine, dryer or range.

INSTALLMENT—in credit, one of a series of payments on a debt.

INSTALLMENT PLAN—"closed end" type of credit arrangement in which the buyer signs a contract calling for payments of a specific amount to be paid at a given time each month or week, for a given number of months or weeks.

INSTRUMENT—in law, a written or printed document containing factual statements and of sufficient authority to be used as evidence—see negotiable instrument.

INSUFFICIENT FUNDS—statement stamped on a check by a bank when the account against which a check is drawn does not contain enough money to cover the check.

INSURANCE—a way of spreading and sharing financial risks; an insurance policy is a contract in which the insurer agrees to pay an agreed upon amount of money to the insured in the event of certain financial losses resulting from specific hazards or perils outlined in the policy; the insured agrees to pay a set premium either in installments or in a single sum.

INTEREST—the price paid for the use of money over a period of time, usually stated as an annual percentage rate of the amount borrowed or used.

INTERNAL REVENUE SERVICE—that section of the U.S. Treasury Department which deals with taxes.

INTERSTATE COMMERCE—trade or commerce across state lines.

INTESTATE—refers to person who has died without leaving a valid will or other provision for the disposition of his property.

INTRASTATE COMMERCE—trade or commerce which takes place within the boundaries of one state.

INVENTORY—a list of goods, possessions and property on hand.

INVESTMENT—the act of putting money into property or securities for the purpose of receiving income or for appreciation in value.

INVESTMENT COMPANY—financial institution which accepts shareholders and invests their funds in a wide selection of securities.

INVOICE—an itemized list of merchandise or services usually including a request for payment.

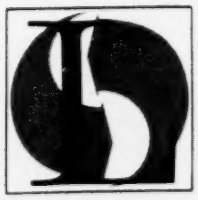
IRREVOCABLE—non-cancellable or not to be changed prior to a specified date.

ITEMIZE—to draw up a detailed list of goods or parts purchased and services rendered with charges for each as on a sales slip.

JOB—an occupation; also, a single piece of work to be done.

JOINT OWNERSHIP OR TENANCY--two or more persons jointly own and hold title to property.

JUDGMENT—a final ruling by a court or semi-judicial body after hearing all evidence in a trial or hearing.



LABEL—any printed message attached to merchandise or printed on a package which may identify the manufacturer or seller and describe the product, its contents, its origin, its price and provide other information related to use, care and purchase of the item.

LABOR—work; also workers as distinguished from management.

LAISSEZ-FAIRE—a French phrase meaning "to leave alone"; generally referring to a non-restrictive atmosphere for business activity; a policy of limited government regulation and interference with business and trade.

LANDLORD—the owner of property who leases or rents it to another person known as a tenant, for a specified period of time at an agreed upon rate of rental.

LAPSE—in insurance, termination of an insurance policy as a result of failure to pay a premium within a certain period of time.

LAST WILL AND TESTAMENT—final written will of a person giving instructions for the disposal of his property and possessions upon his death.

LAW—body of rules enforced by custom, authority or legislation; also any one of such rules.

LEASE—contract transferring the use or occupancy of land, buildings, space or equipment in return for payment in the form of rent.

LEGAL—set up according to law; pertaining to law.

LEGAL AID SOCIETY—an organization set up to provide legal counsel, advice and services to those who need them but are unable to pay the full cost of such services.

LEGAL OBLIGATION—debt or promise to perform which can be enforced by legal means if necessary.

LEGAL RIGHT—any right conveyed by or recognized by statute and enforceable by law.

LEGAL TENDER—any authorized currency which may be used for payment of debt or to satisfy obligations.

LEGISLATION—an act of making laws; also the laws enacted.

LIABILITY—any obligation one is bound to honor; legally bound to do, to pay, to perform some act.

LIABLE—bound by law or ownership; chargeable by law; also exposed to a particular risk or hazard which is a possibility; answerable to make satisfaction, compensation or restitution.

LICENSE—a non-transferable permission to do a specific thing or engage in a particular enterprise which is subject to some regulation by law, such as drive a car or operate a specific business.

LIEN—a claim against property for payment of some debt or obligation.

LIFESTYLE—a mode of living which is characteristic of an entire society or segment of a society, referring particularly to those qualities of a mode of living which distinguish that mode from those of other groups or cultures.

LIQUID ASSETS—wealth which can be easily converted to cash.

LIQUIDATE—to convert securities or other property to cash; also to pay off a debt or obligation; also to settle or dissolve a business or estate by determining assets and liabilities and distributing assets to creditors to cover debts.

LIQUIDITY—the degree to which an individual or business can meet obligations without converting fixed assets into cash.

LIST AND DISCOUNT PRICING—a pricing system wherein manufacturers set list prices from which discounts of varying percentages are allowed to their customers under certain circumstances.

LOAN—usually money borrowed at a specified rate of charge for a specified period of time.

LOSS LEADER—items sold below cost to attract customers to a store with the hope that they will buy other items at regular prices. (Illegal in some states.)

LUXURY—that which may be desirable but is not necessary.

MACROECONOMICS—that portion of economics which deals with income determination, price level analysis and the effect of fiscal and monetary policy on the operation of the economic system.

MADE-TO-ORDER—goods made up after a customer places an order.

MAIL ORDER—order for merchandise which is normally sent, received and filled by mail.

MAKE—a brand, type or style of some manufactured or processed product.

MALPRACTICE—the misconduct, incompetence or carelessness on the part of professional persons in medicine, law, accounting and other professions.

MANAGEMENT—the process of organizing and utilizing resources to accomplish predetermined objectives; also the act of controlling and making decisions in the operation of a business enterprise or personal or family situation; also administrative aspect of an industry as opposed to labor.

MANUFACTURER—an organization using capital, labor and equipment in the production of manufactured items.

MARKDOWN—a reduction below the original price of an item.

MARKETPLACE—generally the arena in which goods and services are bought and sold.

MATURITY DATE—the day the last payment in a credit contract is due.

MEANS—the financial resources of money, property and other assets.

MEANS TEST—a test for determining whether a person qualifies for welfare payments or charitable benefits.

MEDICARE—a government program set up to pay the costs of certain medical services and medicines for qualified citizens.

MERCHANDISE—all goods, commodities and products which are bought and sold by merchants and consumers generally excluding foods, beverages and other items immediately consumed.

MERCHANT—a person who buys and resells goods and services for profit.

METRIC SYSTEM—the standard system of weights and measures used by most countries, based on the meter and on the kilogram.

MICROECONOMICS—that portion of economics which deals with the relative prices of specific goods and the shares of national income derived by those who provide labor, management and capital.

MISREPRESENTATION—a supposedly factual statement which is wholly or partly untrue or which creates a false impression.

MIXED ECONOMY—a system in which means of production are largely owned privately but in which certain aspects of economic activity are controlled by government; e.g. both private enterprise and government shape the overall economy.

MONEY—a medium of exchange which is widely circulated and generally accepted as a standard of value by society.

MONEY ORDER—a method of transferring money from one person to another without sending cash; the order is issued by post office, bank or other agency for the amount of money specified by the buyer to be paid by another named office or agency.

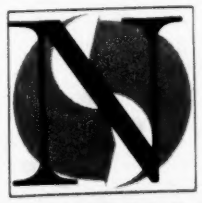
MONEY RATE—the interest rate at which money may be borrowed for short-term loans.

MONOPOLY—a market situation in which only one organization produces the entire output of an industry or sells a product or service for which there is no substitute—as with telephone service in most areas.

MORTGAGE—a credit arrangement wherein title to real property is pledged to secure a loan or obligation. Usually mortgage loans are obtained for the purchase or improvement of the property which is pledged.

MUNICIPAL—a term referring to a city, town, village, school district or any political division smaller than state or county.

MUTUAL FUNDS—see investment company.



NATIONAL DEBT—a debt owed by the federal government, not including the debts of state and local governments.

NATURAL RESOURCES—potentially productive land and materials in their natural state before man has utilized them.

NEEDS—those goods and services considered essential for living.

NEGLIGENCE—the failure to perform some action which could be expected of any reasonable, prudent man under certain circumstances, or the doing of something which a reasonable and prudent man would not do.

NEGOTIABLE INSTRUMENT—a written evidence of debt which may be transferred by endorsement or proper delivery; examples include checks, promissory notes, some bonds, drafts.

NET—the amount that is free and clear after necessary deductions.

NET WORTH—the excess of total assets over total liabilities.

NORM—a model or average.

NOTARY PUBLIC—a person licensed to administer oaths and to attest or certify the validity of signatures on documents.

NOTE—a credit instrument containing a written promise to pay a sum of money at a specified future date to a named person, or to the bearer of the note.

NUISANCE—an unreasonable or unlawful use of one's own property, or unlawful personal action which interferes with rights of others or the public and which creates interference, hurt or damage.

OBLIGATION—a binding duty voluntarily assumed or imposed by contract or law; debt.

OBSOLESCENCE—declining value of a product which results from technological improvements in similar products, changes in public taste and needs or other developments which differ from declining value resulting from normal wear, use and age.

OCCUPANCY—the possession and use of property.

OCCUPATION—the employment, job, trade, profession by which one earns a living.

OLIGOPOLY—a market situation in which only a few sellers of a specific product exist.

OPEN-DATING—the dating, in terms consumers can understand, of food and perishable items indicating either the date manufactured or date after which the quality may suffer and the product should not be sold.

OPEN-END CREDIT—a form of credit which provides the customer with a "line of credit" up to a certain amount, usually with the privilege of repaying in full at the end of each billing period and avoiding finance charges, or paying only a portion of the amount owed together with a finance charge on the unpaid balance. A revolving charge account is a good example.

OPEN STOCK—a term indicating that a particular product or pattern will continue to be available for a long period of time and that it may be purchased individually as well as in sets—usually refers to china, glassware, silver, etc.

OPPORTUNITY COST—the process of measuring the value of a specific item by other items that could be had for the same price; essentially the weighing of one alternative against another rather than merely considering the cash price or value of a specific good or service.

OPTION—an open offer, usually paid for, to buy or sell, deliver or receive, property or securities according to specified terms for a specified period of time; a choice.

ORAL—spoken as opposed to written.

ORDER—in law, a command by a court, person or body authorized to issue the command; in business, a request to deliver, sell or purchase goods and services with the order; when accepted by the seller constitutes a binding agreement.

ORDINANCE—generally refers to local or municipal regulations or laws.

ORIGINAL BALANCE—the amount of a debt before any payments are made.

OUTLAY—usually refers to an expenditure of cash funds.

OUTLET—usually refers to a channel of distribution for products.

OUT-OF-COURT—a settlement of grievances or disputes outside the jurisdiction of the court—parties agree to a settlement directly, without court action.

OUTSTANDING—in credit or accounting, a debt or obligation not yet paid.

OVERDRAFT—a check written for a greater amount than the signer has in his account.

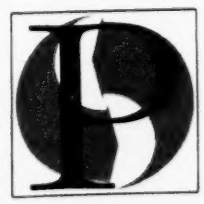
OVERDUE—past due; not paid by the date payment is due.

OVEREXTENDED—circumstance in which one owes more than he can pay—obligations exceed the ability to pay.

OVERHEAD—certain costs of doing business such as rent, utilities, equipment, which normally continue at the same level regardless of business volume.

OVERINSURANCE—insurance coverage in excess of possible or probable losses.

OWNERSHIP—the right of an individual or organization to the lawful use and possession of its assets and property.



PACKAGE—container or wrapping in which products are packed for shipment and/or sale.

PACKAGED GOODS—products which are bought and sold in prepared packages.

PACKER—company which prepares goods for shipment or sale.

PARTY—in law, one who has a part in legal proceeding—a plaintiff or defendant.

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PASSBOOK—a book for keeping a record of transactions with a bank, savings and loan association or credit union—it usually includes deposits, withdrawals and interest figures.

PAWNBROKER—one in the business of lending money in exchange for personal property deposited or "pawned" for security.

PAYABLE—generally meaning due for payment or eligible for payment at the time designated as "payable."

PAY-AS-YOU-GO—a system of paying costs as they arise out of current earnings or income; using cash instead of credit.

PAYMENT—the discharge of a debt by paying it; also one of a series of payments, as in installment credit.

PENALTY—a punishment and/or fine resulting from failure to do or not to do a specific thing according to law or according to terms of an agreement one has signed.

PENSION—a payment for previous services made to a retired employee by the government or his former employer.

PENSION PLAN—a plan set up by an employer, sometimes with cooperation from a union, for making regular, systematic pension payments to retired or disabled employees.

PER CAPITA—per person.

PERCENTAGE—an amount expressed as a proportion of another amount—as per one-hundredth of the total.

PERFORMANCE—the accomplishment of that which one agreed or promised to do; also with respect to products, the proper operation and function of the product and with respect to warranties, the accomplishment of what has been promised by guarantees.

PERISHABLE—subject to spoilage or deterioration within relatively short time.

PERSONAL CONSUMPTION EXPENDITURES—the total market value of purchases of goods and services by individuals and non-profit organizations.

PERSONAL FINANCE COMPANY—a company in the business of making loans to individuals—usually to finance consumer purchases or personal needs; also called small loan company or consumer finance company.

PERSONAL INCOME—in government statistics, total of all income received by individuals from all sources as distinguished from business income.

PLEDGE—something of value given by a debtor to a creditor as security for payment of the obligation.

POLICY—in business, a general statement of philosophy which governs business practices; in insurance, the contract between the insured and the insurer which outlines the terms and conditions under which the insurance is issued.

POLICYHOLDER—a person who owns an insurance policy.

POSSESSION—in law, the custody of anything—having something in one's possession—not necessarily owning it.

POSTDATE—to date something such as a check with a later date than the day on which it is written or transacted.

POWER OF ATTORNEY—the authorization of one person to act for another as his agent—usually conveyed by a written instrument commonly called "power of attorney."

PREMIUM—something given with a product as an incentive to buy such as coupons, merchandise, etc.; also, something paid as a reward or bonus; in insurance, periodic payments for an insurance policy.

PRICE—the amount of money asked or received for the purchase and sale of goods, services and property.

PRINCIPAL—the original or face amount of a loan or deposit on which interest is usually payable.

PRIORITY—the order of preference based on importance or urgency—frequently referred to in personal, business and government finance as "setting priorities" or determining which needs take precedence over others.

PRIVATE BRAND—a brand sold exclusively by one distributor, usually a large retailer or chain store retailer. The products carry the distributor's or seller's name rather than the manufacturer's name.

PRIVATE ENTERPRISE—a system in which means of production are owned and operated by individuals and privately owned organizations for the purpose of making reasonable profits—as opposed to government owned and controlled production.

PROCEEDS—generally the amount gained from a transaction after deductions, expenses, etc. In credit, the amount actually received by a borrower from a loan; in insurance, the amount received by a beneficiary.

PRODUCT—the result or end of some process of production or manufacture; also manufactured or processed items as opposed to services or to goods and commodities in their natural state.

PRODUCTION—an act of manufacturing or creating something; that part of a business devoted to manufacturing something.

PRODUCT TESTING—a process by which consumer products are checked and tested before being sold to the public—usually during development stage of new products; also process by which products on the market are tested and rated or approved by a testing agency.

PROFESSIONAL—generally refers to the work or services of an individual whose work is intellectual and/or creative as opposed to routine or mechanical; also may refer to the degree of competence and dedication one brings to a full-time occupation.

PROFIT—a gain, benefit or increase in material value; in business, the excess of income over expenses or the amount left from total revenue after all costs are paid.

PROMISSORY NOTE—a written agreement for payment of a certain sum of money to a specific person or firm at a specific time.

PROMOTION—the activities designed to increase the sale of certain products or services or to improve business of a specific store or business organization.

PROPERTY—that which is owned by individuals, business, organizations or government.

PROSPERITY—a period of expanding business activity with high production, relatively high employment, active consumer spending.

PROXY—one who acts for, or represents, another in a specific situation; also the document which authorizes one to act for another.

PUBLIC UTILITY—a business engaged in supplying some public service such as electricity, gas, telephone, transportation, etc.

PUFFING—in advertising, subjective or opinion-type statements about a product (e.g. "A Sensational Value") as compared to objective claims purporting to be based on fact (e.g. "The Lowest Price in Town".) A **subjective or puffing statement,** by its nature, cannot be measured against objective standards (e.g. what is "Sensational?"; what is "Value?") **Objective claims** can be measured (e.g. does another store have a lower price?)

PURCHASE—to obtain goods, property or service in exchange for money or credit.

PURCHASER—a person who buys goods or services—a buyer.

PURCHASING POWER—the capacity of an individual or group to purchase, as measured by income; **purchasing power of the dollar** refers to the relative amount of goods and services which can be purchased with a dollar in a given period of time as compared with some earlier period.

QUALIFIED—fitness for a specific purpose or assignment; also refers to one who possesses the necessary training, education and other qualifications for a particular profession or job.

QUALITY—a degree of excellence or fitness; attribute or characteristic of a product; grade or kind of product.

QUANTITY—an amount in weight, size, number or other measurement.

RACKET—an illegal business; fraudulent scheme for getting money.

RATE OF INTEREST—an annual percentage of the amount charged for the use of money over a period of time.

RAW MATERIALS—the goods in a natural or unmanufactured state which are used in or for production.

READY-MADE—made or manufactured in final state to be sold to the general public as opposed to products made to meet specifications of specific buyers.

REAL ESTATE—real property including land, buildings and structures on the land.

REALTOR—a real estate broker or salesman—usually a member of a local association affiliated with the National Association of Real Estate Boards.

REBATE—a deduction for a specified amount, charge or payment, returned after the amount, charge or payment is made in full.

RECEIPT—a written acknowledgment of having received something of value—money, payment, merchandise, service.

RECESSION—that phase of the business cycle which shows declining business activities in the economy.

RECOURSE—in law, a person's right to recover damages or collect debts and obligations—usually backed by the power of a court.

RECOVERY—the period of a business cycle following a depression; an upswing or expansion in business activity; the regaining of something of value or its equivalent in money.

REDEEM—to regain possession of something or gain the release of an item pledged as security when an obligation is fulfilled.

REDRESS—to make an adjustment in a grievance between buyer and seller.

REFUND—a repayment of money, usually in the case where it ought not to have been collected, or charges as in an overcharge; return of purchase price as an adjustment under a warranty or store policy.

REMEDY—in law, the prescribed way in which a right may be enforced; also, the relief to which an aggrieved person is entitled.

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REMITTANCE—an amount of money sent from one person to another—usually in payment for some goods or services received.

RENT—to possess, use or occupy under the terms of a lease; also the amount paid for right to possess, use or occupy property or equipment.

REPAIR—to restore damaged or unworking property or products to good working condition.

REPOSSESS—generally to take back or recover goods from a purchaser who fails to pay for them according to the terms of a contract.

RESALE—the second sale of once-sold goods when the first sale is incomplete because of default or some other failure to fulfill terms of the sale contract; also, the sale of goods by one purchaser to another further down in the distribution system (e.g. a retailer buys merchandise from a manufacturer for resale to the consumer, rather than for his own use and consumption.)

RESCIND—to cancel or annul a promise, agreement, sale or purchase.

RESERVES—money or funds set aside to deal with expected or unexpected financial difficulties.

RESIDENCE—the place in which a person lives.

RESOURCE—wealth or a means of obtaining wealth or a source of revenue—includes time, energy, equipment, ability as well as financial wealth; also used in merchandising to refer to the producer or other supplier of goods to retail sellers.

RETAIL—the business of selling for use—to consumers as opposed to sale for resale, such as sales by wholesalers, producers or manufacturers.

RETAILER—an individual or organization in the business of selling goods and services at retail or to consumers.

RETAIL STORE—a business establishment engaged in selling to consumers or households but not including catalog or mail order sellers or door-to-door sellers which are considered direct selling non-store sellers.

RETIREMENT—the withdrawal from business activity, usually as a result of age or of fulfilling a specified number of years working for a company or organization.

RETURN—the yield, profit or earnings from sale or investments; also merchandise brought back by a customer for a refund or exchange.

REVENUE—generally refers to the total income of a government or a business from sales, taxes, fees and all sources.

REVOLVING CREDIT—see open-end credit.

RIDER—an addition to a document, as in insurance policies, with clauses added to increase or limit coverage or otherwise alter the basic document.

RISK—an element of uncertainty or possibility of loss; in insurance, the estimated amount of loss possible and probable from a specific hazard or danger.

RUBBER CHECK—a bad check, returned by the bank because the account of the writer of the check does not exist or does not contain adequate funds to cover the amount of the check.

SAFE DEPOSIT BOX—a box in the vault of a bank or safe deposit company rented to customers for storing valuable and important documents and papers.

SALARY—the money paid for services performed in a job.

SALE—the transfer of goods from seller to buyer in exchange for money in the amount of the price of goods or services purchased; also refers to special selling at reduced prices.

SALES FINANCE COMPANY—a business engaged in purchasing the accounts or notes receivable of other businesses and then collecting the amounts due on the accounts or notes bought.

SAMPLE—a trial amount; a representative specimen of other like products.

SAVE—to set aside or safeguard for future use; in advertising, a claim of reduced or lower prices.

SAVINGS—generally money set aside for specific purposes such as to use in the future, to offer security against financial risks or to earn money in the form of dividends or interest.

SAVINGS AND LOAN ASSOCIATION—an institution set up to make loans, usually for the purchase or improvement of real estate, and to offer incentive to members for saving.

SCARCITY—a shortage; an inadequate supply to meet demand for a given item at a given time.

SEAL OF APPROVAL OR CERTIFICATION—a sign or attachment to a product indicating that it meets the standards and requirements of the organization issuing the seal.

SEASONAL—refers to goods that reach a peak in demand and supply at specific times during the year.

SECOND—a product below standard quality for a particular product or its manufacturer; sometimes called "irregular" and implying minor flaws or imperfections.

SECONDHAND—used previously; not new.

SECURITIES EXCHANGE—a market in which stocks and bonds may be bought and sold.

SECURITY—a stock, bond, note, debenture or other documentary evidence of debt or ownership of a corporation or business organization; something of value pledged.

SELL—to transfer goods or perform services for a price.

SERVICE—work performed to meet the needs of those buying the work such as public utilities, repair work, personal grooming services, transportation, drycleaning, maintenance; also includes professional services of teachers, lawyers, doctors, accountants, etc.

SERVICE CHARGE—a fee added to the price of goods or services for some added service connected with the sale such as delivery, credit, installation.

SERVICE LIFE—the length of time a piece of equipment is in service or used for its purpose.

SETTLE—to pay off a debt or obligation.

SETTLEMENT—an agreement for the disposal of an obligation or property.

SHOP—a place in which goods or services are sold; also the act of shopping for goods and services one intends to buy.

SHOPPING CENTER—a number of retail stores and service businesses grouped in a single location for shopping and parking convenience.

SHYSTER—refers to any person who runs a dishonest, disreputable business and also to a dishonest, unethical lawyer.

SIGNATURE—generally a person's own name in his own writing on a document or instrument—legally binding in most cases when signed to a contract or legal document.

SMALL CLAIMS COURT—a court which deals primarily with claims not exceeding a specified maximum such as $50 or $100—usually set up to handle such cases promptly and inexpensively, with a minimum of formality.

SOCIAL INSURANCE—any type of insurance sponsored by government for the protection of large groups of the public against specified hazards.

SOCIALISM—an economic system in which the basic means of production are primarily owned and controlled collectively—usually by government under some system of central planning.

SOCIAL SECURITY—a government insurance program which provides benefits to qualified individuals under certain conditions—includes old age and survivors' insurance, unemployment insurance, disability coverage and some medical insurance including Medicare.

SPECIALIST—a person trained and skilled in a particular field.

SPECIFICATIONS—a detailed outline of all elements and factors involved in a matter, a product, or a job to be done.

SPECULATION—generally the act of putting money into some security or company or scheme with the hope of quick, sizeable profit—usually involves a significant degree of risk.

STANDARD—any established measure commonly understood for comparing similar products in terms of size, weight, content, performance, specifications, etc.

STANDARDIZATION—the setting of basic standards or specifications which products must meet, (e.g. the standardization of bolt sizes so that an exact replacement can be obtained, regardless of who makes it and where purchased.)

STANDARD OF LIVING—an economic term referring to the generally accepted amounts of goods and services which a large group considers essential.

STATISTICS—the sciences concerned with collecting, analyzing, classifying and interpreting information and expressing it in numerical or quantitative terms; also, the numerical and quantitative facts presented.

STATUTE—a law.

STOCK—a share in the ownership of a corporation; also, merchandise for sale in a store.

STOCK CERTIFICATE—written evidence of ownership in a corporation.

STOCKHOLDER—one who owns shares of stock in a corporation.

STOCK MARKET—an exchange or place where stocks are bought and sold.

STOP PAYMENT—an order by a person to a bank in which he has an account to refuse to honor a check the person has written.

SUE—to take legal action against another party to settle grievances or disputes.

SUIT—legal proceedings brought against one person by another in court to correct a wrong, settle a claim or enforce a right.

SUPERMARKET—a large retail store selling a wide variety of goods and some services but primarily in the area of foods and household supplies and furnishings.

SUPPLY—the amount of goods and services that will be available for sale at various prices at stated times.

SWINDLE—to cheat or defraud; to conduct business under false pretenses or fraudulently.

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TAG—a label or ticket on products for sale—usually gives product information of one type or another.

TAKE-HOME-PAY—the wages or salary received after necessary deductions for withholding taxes, social security, welfare benefits, etc.

TAX—the payments collected from persons, business or property by a government authority, primarily for the purpose of running the government.

TAXPAYER—one who pays taxes.

TENANT—one who occupies or uses property of another under the terms of a lease or other agreement; also called a renter.

TERM—a period of time; also, a condition, limitation or specification as in the "terms" of a contract; also, a type of life insurance.

THIRD PARTY—a person who is involved in a contract, action or occurrence but is not a principal party.

TIP—a gratuity or payment given for personal service as in a restaurant, taxi, barber shop, beauty shop or other place one receives personal attention in excess of the price for services.

TITLE—a document of evidence of an owner's right to his possessions and property (e.g. land title, automobile title.)

TRADE ASSOCIATION—an organization of business firms in the same or related fields formed for the purpose of promoting their common interests and working together on non-competitive subjects such as standardization, consumer protection, etc.

TRADE-IN—a product offered and accepted as partial payment in the purchasing of another product—commonly done in purchase of automobiles and major appliances.

TRADEMARK—an identifying name, symbol or design which sets a manufacturer's or distributor's product apart from similar products of competitors.

TRADING STAMPS—a form of buying incentive wherein customers are given stamps which represent a small portion of the amount of each purchase (2% or 3%) and which may be exchanged for merchandise or cash when a specified number of stamps have been collected.

TRANSACTION—an agreement between two or more parties creating a legal obligation or right—frequently involves sales, loans, leases or other business agreements.

TRUST—an arrangement in which one person or organization such as a bank is named trustee to hold property for the use and benefit of another, the beneficiary.

UNFAIR TRADE PRACTICE—any business practice which is considered unethical or illegal.

UNIFORM COMMERCIAL CODE—a combination of uniform laws affecting business activities, set forth by the National Association of Commissioners on Uniform State Laws.

UNIFORM CONSUMER CREDIT CODE (UCCC)—a proposed plan whereby all states would have similar or uniform credit laws—must be accepted by state legislatures to be applicable in each state.

UNIFORM LAW—one of a number of laws proposed for and adopted by many states to achieve similar laws in the states and avoid confusion over the legality of specific activities.

UNION—an organization of employees or workers formed to deal collectively with employers on employment issues such as wages, hours, fringe benefits, working conditions, etc.

UNION RATE—a standard wage-per-hour or per-piece-of-work as set by a union agreement with employers.

UNIT PRICE—the pricing of products by a single unit of measure, or volume as price per ounce, per quart, per foot, etc.

UNPAID BALANCE—difference between purchase price and down payment; also, total amount left to pay.

UNSECURED—generally on signature alone—not backed by collateral or pledge of valuables.

USURY—excessive charge for the use of money—a charge over and above that which is permitted by law in a particular state.

VALID—legally sufficient.

VALUE—the worth of goods and services expressed in money—the price a thing will bring.

VALUE RECEIVED—the worth of goods and services related to the price paid for them.

VENDOR—a seller.

VERBAL—oral, in spoken word, unwritten.

VERIFICATION—the process of investigating and documenting the truth of a statement or claim.

VOID—invalid, not binding, unenforceable.

VOUCHER—a receipt or written evidence of payment or receipt of money.

WAGES—the income received or paid in exchange for labor.

WAGE ASSIGNMENT—an agreement signed by a debtor allowing the creditor to collect part of the debtor's wages from the employer if payment is not made according to terms of the contract. (Illegal in some states.)

WAITING PERIOD—in insurance, the period of time between the occurrence of a disability, unemployment, or accident, and the date on which payments are made; in consumer buying, the period allowed by law for a buyer to cancel a purchase without penalty—refers primarily to door-to-door selling.

WAIVER—any intentional renunciation or giving up of a right, claim or interest.

WANT—to desire, wish or demand the use of goods and services.

WARRANTY—a statement of manufacturer or seller of a product or service concerning his responsibility for quality, characteristics and performance of the product or service; used interchangeably with **guarantee.**

WAYBILL—a written listing and description of goods included in a freight shipment.

WEAR AND TEAR—the deterioration and depreciation of property or equipment which results from ordinary use and aging.

WHOLESALE—the selling of goods in large lots or bulk to a retailer for resale at retail prices to consumers.

WILL—a document by which an individual directs the distribution of his property and possessions to others upon his death.

WILL CALL—a way of buying goods in which the buyer leaves a deposit or part payment for the goods and the merchandise is set aside until full payment is made, at which time goods are conveyed by the seller to the buyer; also called **"lay away plan."**

WINDFALL—an unexpected gain or income.

WITHHOLDING—taxes paid for an employee by his employer and then withheld from the employee's salary or wages.

WORTH—the value of something—particularly expressed in money or market value.

WRIT—a mandatory precept issued by a court of law requiring the performance of a specific act.

YIELD—percentage of a return on an investment.